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The Community Apprentice Program, developed by the Howard University Center for Youth and Community Studies, was an exploratory attempt, through combined rehabilitation, vocational education, and supervised work experience, to train disadvantaged youth as human service aides in child care, recreation, and social research. Seven boys and three girls, ranging in age from 16 to 20, who were currently unemployed and lacked education beyond high school were selected. The 12-week program consisted of three related parts: the "core group," in which members learned to analyze personal, social, and job-related problems, make decisions, and relate more effectively to others; specialty workshops and seminars; and supervised on-the-job experience. Consisting of experimentation with data gained from observation and tape recordings and attempts to develop instruments for more refined and controlled future studies, evaluation of the project focused on delineation of the characteristics of the youths who volunteered for the program, analysis of reasons for their identification and affiliation with or alienation from the program, and description and evaluation of the group process. (Also included are comments of aides, results, curriculum outlines, sample position descriptions, and a 19-item bibliography.) (SG)

TRAINING FOR NEW CAREERS

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The Community Apprentice Program
developed by

The Center for Youth and Community Studies
Howard University
Washington, D. C.

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COMMUNITY APPRENTICE PROGRAM[1]

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PREFACE

The Community Apprentice Program was an experimental exploration of a possibly effective solution to the multiple problems of disadvantaged youth in our society. Focusing on group training and placement of youth for new careers in human services, it combines rehabilitation, vocational education, and meaningful supervised work experience leading to realistic career expectations. Mobilizing motivation, and group loyalty, and identification and focused on youth, it involves a minimum of "verbal insight" and classroom work and relies heavily on action, group supports, identity, the acceptance of realistic responsibility for one's self, and a new approach to career training and employment in non-professional roles. It is felt that this combination of program elements uniquely, effectively, and economically meets the needs of contemporary adolescents and can be generalized to other social and cultural contexts in this country and elsewhere.

The concept and program were developed by the Center for Youth and Community Studies of Howard University - an interdisciplinary center for research, training, and graduate and professional studies in the behavioral sciences - where a specialized focus is being developed on the problems of youth.

The program for youth in New Careers involved professional personnel from a number of different fields. Its conception, operation, and this report represent a group effort of the Center staff.

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[2] Co-authors in alphabetical order.

Dr. Arthur Pearl contributed to the original conception, program evaluation, and the specialty training of the research aides. Dr. Beryce MacLennan was in charge of the curriculum and training. Walter Walker was project co-ordinator and Core group leader. Dr. Lonnie Mitchell was administrator for the project in his role at Baker's Dozen Community Mental Health Center in which the project was housed. Dr. William Klein provided consultation to the Core group leader and had a key role in the organization of this report. In addition Edward Yates, M.S.W., Claire Bloomberg, A.B., Ira Gibbons, D.S.W., Margaret Cline, M.A., Basil Buchanan, B.A., and Eleanor Rubin, B.A., all participated significantly in various phases of the program.

The project and its implications have had a significant impact on the Center's staff and have led to a number of further explorations. The program has been adopted by the local community action organization (United Planning Organization of the National Capital Area) as an important part of its demonstration activities in training and employing the poor. A conference on "New Careers - Ways Out of Poverty for Disadvantaged Youth" was held at Howard University in April 1964 for experts from across the country to discuss the various problems and implications of human service aide training for youth. The proceedings of that conference have been published in a separate Center report (see bibliography). The Center is currently embarked upon a sizeable demonstration project for the training of disadvantaged youth as aides in a variety of human service fields, including education, recreation, community health, welfare, research, mental health, child care, legal services, and community organization. An additional feature of this program is the prior training of non-professional young adults as group leaders and counselors for the aide program.

We are grateful for the support and encouragement of Dr. Caroline Chandler of the National Institute of Mental Health; Dr. Hyman Frankel of the United Planning Organization; Bernard Russell, Director of the Office of Juvenile Delinquency and Youth Development, Department of Health, Education, and Welfare; and Dr. Paul Cornely of the Howard University College of Medicine.

We would also like to acknowledge the participation and collaboration of the 10 youths who made possible this first experimental group.

Jacob R. Fishman, M.D., Director
Center for Youth and Community Studies

CHAPTER ONE

Introduction

The Nature of the Problem

The actions, life patterns and problems of underprivileged youth have intrigued social and behavioral scientists for a great many years. A mountain of data has been amassed on the academic performance and failure, and the incidence of social pathology and deviance among these young people, together with a spate of theory and quasi-theory to explain the statistics. Out of all this data, there appears to be a general consensus that low-income youth, when contrasted with their more affluent counterparts, are characterized by: a poorer self-image; a greater sense of powerlessness; a more fatalistic attitude towards life; a lack of future orientation; and a greater potential for antisocial behavior and impulsive "acting out." Most studies have found youth from low socioeconomic backgrounds to be non-verbal, anti-intellectual, and, at best, primitive and concrete in conceptual ability. These youth are held to have unrealistically high aspirations, and, at the same time, more depressed expectations than their middle class counterparts.

The attitudes and outlooks listed above are seen as responsible for a complex of hampering behaviors. Low-income youth tend to leave school prematurely, and achieve little even when they persist in their schooling. The poor, in disproportionate numbers, are remanded to correctional and mental institutions where they are often looked upon as "untreatable" or "unmotivated for rehabilitation."

Students of behavior involved in studying this population usually assume that intra-psychic factors--attitudes, identifications and values, for example--are the independent variables to be manipulated, while indices of social pathology are the dependent variables to be measured. Thus, the conclusion has been often drawn that a change in the way of life of the poor, or some other rearrangement of intra-psychic structures, would produce significant changes in behavior. What this approach often justifies, however, is the placement of the onus on the poor, and a call for the non-poor to provide the therapeutic, welfare, and rehabilitative services that may produce changes in self-concept, aspiration level, style of life, and hence, behavior.

There may be, however, another explanation of the kind of data summarized above, namely, that these styles of life among the underprivileged are themselves dependent variables stemming at least in part from efforts to deal with an insoluble problem, the essence of which is exclusion from functioning society. It is when this dilemma facing the poor is analyzed that it is possible to gain some deeper understanding of their behavior and styles. Moreover, solutions offered for changing their behavior might most profitably stem from developing pathways for a different kind of existence--alternative ways of behaving and functioning in society which are currently almost non-existent.

Seen in this light, the problem of poor youth is not so much that they lack a future orientation, but indeed, that they lack a future. They are made aware of this quite early, since there is often very little around them that is meaningful and relevant to future expectations around them. Only limited gratification and much frustration can be gained from striving for the impossible; consequently, poor youth create styles and coping mechanisms in relation to the systems which they can and cannot negotiate. Group values and identifications emerge in relation to the forces opposing them. Poor youth often develop a basic pessimism, not only because of a personal history of deprivation and frustration, but also because they have a pretty fair idea of their immediate reality. They rely on and believe in fate, at least in part, because no rational system of transaction with the wider society is open to them.

A major problem facing these youth is their lack of skills, education and orientation necessary to make a living in an increasingly technological and specialized society. They are unable to take the hurdle into productive existence since what is often their sole commodity, unskilled labor, is not in demand. No amount of hope will change this. Much of their "aberrant" or "delinquent" behavior and their feelings of depression and hopelessness may be seen as a central feature of being increasingly relegated to the sidelines as spectators of society--a role that contributes very little to any kind of positive self-concept or identification. This dilemma molds a significant part of their social, psychological, economic and educational life.

A number of proposals have been offered to make inroads into this situation. Prominent among these are work training and re-training programs that would seek to provide the underprivileged with a wide variety of skills to enable them to enter the employment market. Almost all this training has to do with semi-skilled and skilled labor in various private industries and institutions, or public works projects (the latter with a built-in drawback of not requiring too much transferable skill, and often available only as a means for temporary "stop-gap" employment). The important fact remains, however, that in the past five years, rates of employment growth have slowed or declined in many industries of the private sector. Trade, manufacturing construction, mining, and transportation have shown actual decreases in employment. Work-training programs tied to these areas often suffer from a "too-little - too-late" phenomenon that ends up begging the question they were meant to answer.

On the other hand, the public sector claimed 64 per cent of the job growth between 1947 and 1962, with the greatest increase occurring in the fields of health, education, and sanitation in local and state governments. These activities, influenced greatly by an expanding population, and relatively unaffected by automation, could provide a means by which great numbers of poor might be put to work productively. Briefly, the argument that can be advanced is: a) there are more jobs than people in the helping professions (education, welfare, health, etc.); b) these professions contain, or can be redefined to comprise, functions which require little academic training; c) these functions can be performed by persons indigenous to the underprivileged segment of our society.

Even more specifically, if one puts two points into juxtaposition--the fact that there are more jobs than people in the helping professions, and the fact that the incidence of mental illness and other forms of personal and social maladjustment are significantly higher among the socially and culturally deprived--it would seem apparent that social action projects designed to select, orient, supervise and utilize young people in new career lines would have great relevance to both mental health and employment problems. Not only might critical personnel shortages be alleviated, but involving young people in work that opens up possibilities for advancement and integration into society, as well as work that entails helping others and potentially reconstructing attitudes, motivations, and values around such activity, would likely be of significant therapeutic value in the personal and social adjustment of these youth.

However, in order to actualize a New Careers program, both the school and the service institutions in the community must redefine their functions and perceive their responsibility to engage and advance these youth to the point of independence and employability. This is, in itself, a major service which they should be required by the community to perform. To achieve this objective it is necessary to reverse current procedures and to make education and training an integral part of the job rather than to conceive of employment as dependent on prior education and training. Thus entry jobs become essentially one aspect of training for employment.

In the New Careers system, moreover, the responsibilities of the professional are redefined so that he undertakes the direction, supervision, and highly skilled technical tasks appropriate to training and education, while non-professionals and sub-professionals undertake the simpler and more routine parts of the job. In this way, many new jobs for the semi-skilled are created, the shortage of professionals is relieved, and the resources for service are increased.

This system entails the acceptance of the following concepts: First, society has a responsibility to see that everyone receives adequate education and training to be able to perform a job. Second, if training is to be meaningful, particularly to socially deprived youth, jobs have to be provided and work experience, training, and education carried on concurrently so that work is considered one aspect of training. Institutions, agencies, and individual employers must accept the premise that they have a responsibility to assist employees to perform adequately enough to hold the jobs for which they are being trained. Third, if New Careers are to be meaningful, channels for employment and educational advancement have to be created. The non-professional aide must easily be able to become the sub-professional technical assistant and to move from there into full professional status if he has the capabilities and desire.

Furthermore, there has to be a reorganization of the work and education of the professional in order to accommodate echelons of aides and assistants. The professional needs to be equipped and engaged to undertake the highly technical supervisory and directive roles commensurate with his training and education, while non-professional and sub-professional personnel are assigned those tasks which require less skills, training, and judgment.

The success of a New Careers program involves the acceptance by the service and educational institutions of these concepts and the coordination of education and employment. In more concrete terms, permanent job positions have to be created and institutionalized within the agencies, career lines established, training, supervision, and higher education provided, and social and trade union supports built in.

The training requirements for the establishment of such a New Careers program must include: (1) The definition of non-professional roles and work responsibilities with professionals and agency administrators; (2) The selection and training of aides; (3) The selection and training of instructors and the training of on-the-job supervisors; (4) The orientation of agency administrators and staff to the particular problems which aides may present; (5) Educational accreditation for the program and further in-service training and education for the development of technical assistants; (6) Consideration of the kinds of training models required and where the programs should be housed--whether within the school, in the service institutions, or in an independent center or university; (7) Finally, the provision of means to evaluate and refine the program, without which no such experimental program can be complete.

Some Basic Considerations

Youth who have grown up in the slums, particularly those who have failed repeatedly both at school and in the employment market, rarely perceive any possibility for ever succeeding in doing work which carries society's respect and in which they themselves can take pride. The experience they have had offers them little encouragement to feel that they have any control over their own lives, or a voice in the decisions made about them. Given almost any kind of training program, such youth will find it hard to believe that they can, or should, take on responsibility; that they, rather than authorities, should make decisions; and that they, rather than luck, can influence their success or failure. They tend to become easily discouraged if the action of the moment fails towards achieving a goal. Along with this, one need only point out that they have had little chance to view difficulties which arise in their lives as problems with alternative solutions, or even at all capable of being solved.

Taking all this into consideration, it was felt that a primary emphasis of the training program to be described herein must be on providing these youth with some mechanism for working towards a change of values and attitudes. Such a mechanism should provide for: a sense of belonging to a group of individuals with common problems, interests, and expectations; a sense of competence, to be gained from doing meaningful work and having it recognized and valued by both peers and supervisors; a feeling of making a useful contribution through the opportunity of seeing the relevance of the work done to one's community, society, and personal future, and acquiring the skills and knowledge that make this a reality; and a way of gaining control over one's own behavior through the mutual regulation and support of others, as well as the exercise of responsibility to people with and for whom one works. If for no other reasons than these, work in the field of human services appears as the most appropriate to the stated goals.

Once this choice is made, however, a number of important conditions follow:

1. For anyone to work successfully in human services there are some basic skills which must be learned. It is essential to be able to make contact, to be concerned, and be at ease with other people. It is necessary to know how to observe what is going on in human inter-relationships and to understand the meaning of behavior within a particular context. It is necessary to recognize that people react differently to different people and that no one deals equally well with all people. One must know that one's own feelings will at times get in the way, learn how to be aware of these feelings and how to cope with them.

2. Because the development of non-professional human service positions is new and experimental and because the way in which the labor market will expand over the next few years is uncertain, it seems important to concentrate on training the youth as human service aides rather than purely as specialists in any one job position. This means trying to create in the aides a perception of themselves as a cadre of people functioning at a particular level in human and community services, with a specialization in a given area. In this way, they are potentially capable of making both the psychological and the technical transition to different specialty areas in human services with minimal difficulty, utilizing the group as a reference point when sudden moves are made. The need for such role flexibility and common identity is related to the problems created for the aides by the change in their own attitudes and standards of behavior. They tend to move away from their old associates on the streets, are not yet numerous enough to influence their own neighborhoods, and by reason of disparate background and lesser education are unlikely to be fully accepted as social equals by the professional. Consequently some Aide Center or clubhouse where all can meet, socialize, and share experiences seems to be a valuable institution. Such an association also provides a nucleus for the development of credit unions and other material supports which serve to increase the stability of the aides.

3. In teaching specific skills for one human service job, the task requires the inclusion of enough theoretical background so that the youths can both perform satisfactorily on the job and have a sound basis on which to advance professionally, given the motivation, as well as the educational and occupational structure to do so.

The overall goals, then, of an Aide training program may be summarized as follows:

1. Developing in socially deprived youth the necessary motivation, identity, values, and capabilities for maximally utilizing the offered training for both holding down a job and beginning a potential career line in human and community services.
2. Enabling these youth to learn the basic interpersonal skills, attitudes, and knowledge common to all human service occupations, so that they might work effectively in these areas.
3. Developing flexibility of attitude, role, and viewpoint in these youth so that they will not be artificially confined to a specific job, but, with additional specialized training, can transfer easily from one type of human service position to another.
4. Teaching specialized skills essential to at least one kind of human service.
5. Developing meaningful jobs and career lines that are a permanent part of community institutions.
6. Training and orienting professionals to work effectively with the aides.

The New Careers Proposal

On the basis of much of this thinking, the Center for Youth and Community Studies of Howard University proposed that an exploratory demonstration project be attempted with the aim of developing training in the following three areas of human services: child care, recreation, and social research. This initial program attempted to focus on: 1) the receptivity of the community for such a program, 2) the orientation, training and supervisory needs of such a program, 3) the ability of disadvantaged and deprived youth to be trained and function in these new careers, and 4) the potential of such a program for the selection and development of leadership indigenous to the deprived community.

It was proposed that ten young people between the ages of 16 and 21 who resided in the Second Precinct of Washington, D. C. (an area consistently high on various indices of social disorganization), would be recruited for training. The program itself was to be based at the Baker's Dozen Community Mental Health Center of Howard University's Center for Youth and Community Studies. Four of the youth would be trained to function in the recreation program of Baker's Dozen. They were to provide leadership to small groups of neighborhood school-age youngsters, organizing sports, supervising trips to local points of interest, and guiding other recreational-educational activities. Additionally, they were to have the responsibility for scheduling, record keeping and otherwise maintaining control over a group program.

Four others would be trained to function as Aides in a day care center working with pre-school and elementary school-age youngsters. They were to assist in a group activities program, organize and supervise both recreational and educational activities, deal with behavioral problems, and gain an understanding of the nature of early growth and development. They would be trained in an established day care center, under an arrangement with the Day Care Program of Friendship House, Washington, D. C. (a neighborhood settlement house), with the Center for Youth and Community Studies supplying a supervisor for their activities. The remaining two would be trained to function as Research Aides in the research division of the Center for Youth and Community Studies, performing a variety of functions in data collection, processing and analysis, and interviewing.

The Aides would be recruited as a group, with supervision in both training and on-the-job performance supplied by an individual who would function in the role of group leader and project coordinator. A central purpose of the program would be to attempt to create a group of ten that might establish for its members new norms of acceptable behavior, a group which would be responsible for sanctioning or prescribing behavior, a group that would have a sizeable measure of self-determination as well as a sense of group group loyalty and identity.

The group was to provide a reference point for a changed life situation. These young people were to be placed in an uncomfortable situation. They would be asked to renounce the ways of their peers as non-functional, yet without necessarily possessing the skills and life styles that would permit them ready entrance into the establishment. At times of crisis and discouragement (which were bound to arise), the pull of old friends and familiar ways would be extremely difficult to resist, unless there was available the support of others in a similar situation. It was felt that within the context of the demonstration project the probability of success for the Aides would be extremely small without a group to provide support, reference and identification.

There remained the question of how the Aides could be integrated into ongoing services. Since there was no precedent for such a program, and no currently available funds in agencies for this integration, it was proposed that during the training period the demonstration budget would provide stipends for the Aides while they were on the job. At the same time, negotiations would be carried out to secure permanent placements. This turned out to be one of the more important elements of the overall program, and some of the problems, resistances, and successes encountered are described elsewhere in this report.

In summary, this project was conceived as a preliminary venture to provide knowledge and experience which, if successful, would lead to the setting-up of long-range demonstration programs for the selection, orientation and utilization of deprived youth as human service aides in community programs. Such a program would provide the opportunity for a careful assessment of "new careers" as a preventive mental health intervention for culturally and economically deprived youth.

The following is a report of this first venture.

CHAPTER TWO

Referral and Selection

Referral

Early in March 1964, the Center for Youth and Community Studies established a working agreement with the Youth Employment Center of the Washington Action for Youth Program. Arrangements were made for the counselors at the Employment Center to refer youth to the CYCS facility at the Baker's Dozen Youth Center for interviews and possible placement in Research, Recreation, and Day Care aide positions.

Job descriptions of the Aide positions were provided for the Director of the Youth Employment Center, and the following criteria for selection were agreed upon:

1. Age - 16-21 years.
2. No schooling beyond high school and currently not a student.
3. No existing communicable diseases.
4. No pending arrest or sentence.
5. No current employment.
6. Reading ability at 5th grade level or above.

One week prior to the interviews, the Baker's Dozen Center began receiving requests for appointments on behalf of eligible youth seeking employment. These appointments were made on a first-come, first-served basis. A total of twenty-six interviews were scheduled on the basis of referrals from the Youth Employment Center. Four interviews were scheduled on the basis of referrals from the Baker's Dozen Group Work staff. One person was referred by a D. C. Recreation Roving Leader.

Of the twenty-nine people scheduled for interviews, twenty-two kept their appointments during the selection week. Those who failed to appear for their initial interviews gave the following reasons:

1. Arrest and confinement - one person.
2. Illness - two people.
3. Found other employment - four people.

Selection

Before beginning the interviews, the CYCS staff decided to select the Aides in such a way as to develop a group representing a wide spectrum of personal and social problems. Accordingly, the concept of "risk categories" was introduced into the selection process.

It was decided to screen the candidates and divide them into three risk categories: high, low, and medium. The term "risk" referred to an estimate of the probability that the candidate would be successful in the program, i. e., would stay in it for the duration of the program and be able to function in an assigned job. As an anchor point, the term "high risk" was applied to those candidates whose poor socio-economic profiles indicated that they would probably have severe problems in coping with the demands of the program. (For want of a better term, "socio-economic profile" is used to indicate an overall evaluation of a candidate's medical, educational, social, and vocational history. The profile was obtained from a variety of sources which included schools, referring agencies, the candidates' application form, observed interaction with peers, and a physical examination.)

The criteria for the risk categories were established as follows:

A. High Risk:

1. Four or more arrests.
2. Confinement as a result of juvenile offenses.
3. Poor school performance.
4. Dropping out of school before tenth grade.
5. A measured I.Q. below 70.
6. No previous employment history or a record of being unwilling or unable to work.

B. Medium Risk:

1. A series of police contacts but no more than four arrests--no confinement.
2. Poor or average school performance.
3. A measured I.Q. above 70.
4. Dropping out of school in tenth grade or later.
5. Limited employment history with no demonstrated ability to sustain a work experience.

C. Low Risk:

1. No police contact.
2. Average academic record.
3. Graduation from high school or equivalent.
4. A history of part-time employment during the school career.

The selection process began as the candidates presented themselves at Baker's Dozen for interviews. Each applicant went through the following process:

Application:

The application was designed to gather demographic information and roughly to test the reading ability of the candidate. (The questions on the application were worded in what approximated a fifth grade reading level.) Prior to filling out the application, and on the application itself, the candidates were told that a police record and poor school performance would not disqualify them from the available positions.

Preliminary Interview:

Each candidate was told in detail the goals of the program, the types of jobs available and the terms of employment. The selection procedure was also explained to all candidates. During this preliminary interview, the candidates were particularly concerned about being disqualified because of their past records and about whether they were making a better impression than the other candidates. These concerns raised some doubts about the accuracy of the data secured on the applications, particularly information about past history.

Depth Interview:

Each candidate was then interviewed at length from a schedule designed to probe for the candidate's values, life styles, previous experiences and family relationships. The interviews were conducted and tape-recorded by CYCS staff members, and varied in length between forty-five minutes and two hours. Interesting reactions of some of the candidates to this interview can be found in the aides' views of the program contained in chapter seven.

Physical Examination:

At the conclusion of the depth interview, each candidate was given an appointment for a physical examination, conducted at a local hospital by one of three resident physicians. The examinations were provided in order to detect communicable diseases, although the candidates were not given chest X-rays or blood tests at this time. The exams failed to reveal, however, that one female candidate was in her fourth month of pregnancy.

Two candidates were eliminated from program as a result of the medical examination. Two candidates eliminated themselves by failing to report at all. One other candidate was eliminated because the depth interview with a CYCS psychologist indicated that he was too "unstable" to attempt such a program.

Final Selection:

The final group of ten was chosen from the pool of seventeen that remained after the conclusion of all the above procedures. Fourteen of these were paired according to the previously described risk categories, as well as by age and sex. One member of each pair was then selected on a chance basis, while those members of the pairs not selected constituted a control group to be interviewed at the end of the program. The three others in the final group had been chosen from the pool by the CYCS staff as particularly appropriate for the program.

In this manner, seven boys and three girls were selected to constitute the project group.* They ranged in age from 16 to 20, and had attained between an eighth and an eleventh grade education. Four of the seven boys had delinquent records, while two of the three girls had given birth to children out of wedlock prior to the beginning of the program.

The following are brief descriptions of the ten Aides who were selected for the training program, based upon demographic and identification data, as well as initial impressions recorded by the training staff. It might be noted that had these youth come to us through formal 'referral', they might well have had a variety of social or psychiatric diagnostic 'labels' attached.

Aide A (age 16, male)

He completed the ninth grade at a junior high school in Washington, D. C. A gregarious, talkative young man, he had a marked ability to quickly establish relationships with supervisors. He prided himself on what he perceived as an ability to move in any kind of circle and accomplish whatever he might set his mind to, often expounding on these themes in an expansive, almost omnipotent manner. His facial expression and ready smile prompted one supervisor to remark that Aide A almost made her want to "zip up his snowsuit." He had a brief history of prior employment as a janitor, but was fired because of his arrest record. The latter included arrest and probation on charges of robbery, housebreaking, and disorderly conduct. During the program he lived at three separate addresses, although primarily with his mother. Aide A was assigned to Day Care training.

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* Many more boys than girls had originally volunteered for the program.

Aide B (age 18, male)

Aide B finished the tenth grade at a Washington, D. C. high school before leaving school altogether. He is rather small in stature, and his tendency, when first seen, to wear clothing one or two sizes too large only accentuated this fact. Aide B gave the impression of an extremely wary and guarded individual who hardly ever looked at or spoke directly to anyone he was addressing. Initially, he was quite critical of the program, and openly questioned the possibility of its having any effect on the behavior of the group members, although at the same time he was quick to point out positive directions for action and to assume leadership. He is one of five children and has lived for seventeen years at the same address (a public housing project). His mother is a housewife while his stepfather, is a post office employee. In recent years, Aide B has attempted to become more self-sufficient, at least in part because of a conflict with his stepfather. He has alternated between living at his parents' home, an aunt's apartment, and an apartment of his own. Aide B's employment included a series of low-paying, unskilled, temporary jobs, the most recent of which was as a one-dollar-an-hour kitchen helper. His delinquency arrest record included charges of robbery and truancy. For both of these, he was confined to a correctional institution. He was assigned to Recreation training.

Aide C (age 18, male)

Aide C completed the ninth grade at a junior high school in Washington, D. C. A slender, somewhat short young man, he had a tendency to be quick-tempered, volatile, and dogmatic in his approach when first seen. He had held a number of blue-collar jobs in the past, but had often been fired because of his temper. He tended to try to ally himself with more powerful group figures, for which maneuvers he was often ridiculed openly by the others; to which he would react by not interacting at all. Aide C is the oldest of nine children, and lives with his mother and siblings in Northeast Washington. He has no juvenile record, and has been an active member of a community group whose membership includes many young people who are steadily employed and/or college students. He was assigned to Recreation training.

Aide D (age 18, female)

She completed the 11th grade at a local high school. She is a highly articulate and attractive young girl who was consistently well-dressed, a contrast to the others in the group. She is single and has a three-year-old daughter who is being raised by Aide D's mother. Initially, Aide D was living with her mother and stepfather. During the program she moved into an apartment of her own. Both her parents are employed and have a substantial income, living in an area best described as middle-class. She tended to be both provocative and critical of the other group members, and presented herself as having a very different set of values and aspirations than that of the others. She was assigned to Research training.

Aide E (age 17, male)

Aide E completed the tenth grade in a segregated high school in a small town in South Carolina. He is a muscular youth who spoke often, at a rapid-fire rate, with a deep South Carolina accent that resembled the typical speech of the West Indies. His talent at spontaneously rhyming his speech as he talked was greeted with great amusement by the group, and constituted one of a series of attempts he made to find some kind of role and recognition with the others. At the outset of the program, he was living with his mother, nine siblings and an uncle. The family income consists of Social Security payments and sporadic rent money from the uncle. Aide E left his mother's home when she demanded one-half of his Aide salary for the privilege of sharing a bed with his uncle, and for the family's cleaning and cooking needs. He had no criminal record and had never been employed. He was initially considered an outsider by the group because of his accent, his dress, his southern background, and his newness in the Washington area. He was assigned to Day Care training.

Aide F (age 19, male)

Aide F completed the ninth grade at a local junior high school. Aide F is a tall, slender, youthful appearing person who lives with a maternal aunt. His employment history included temporary work as a porter and a kitchen helper. He was arrested once for "erratic behavior" that resulted in a brief commitment to a local hospital for observation. Initially, he was reluctant to discuss his social life, although adding that he had very few friends his own age. He was also quite reticent with the other group members, a situation that often left him an outsider. He was assigned to Research training.

Aide G (age 19, male)

Aide G finished the 11th grade at a local high school before dropping out. He is a short, muscular youth who wastes few words in speaking exactly what is on his mind. He lives with his mother, and has worked as a stock clerk and a cement finisher's helper. Initially, he admitted to one arrest and confinement for housebreaking. Later on during the program, he talked about other delinquent acts. Many people noted that he had a unique talent for cutting through discussion and hitting directly at central issues. He was assigned to Day Care training.

Aide H (age 16, female)

She completed the tenth grade at a local high school. Aide H is a ward of the Welfare Department and currently resides in a foster home. She had one child when she came to the program, and gave birth to a second child before the training program was completed. She had other delinquent history. She had been briefly employed as a nurse's aide. Although initially reticent and withdrawn in group discussions (so much so as to lead some of the professional staff to raise the possibility of a severe emotional disorder), she quickly formed attachments to the other two girls in the group, and "blossomed" perceptibly throughout the training program. Aide H was assigned to Day Care training.

Aide I (age 20, male)

Aide I completed the tenth grade at a local high school. He is a well-built young man with a great deal of strength and athletic ability, for which he had received a number of rewards while still in school. He talked a great deal about his accomplishments and seemed to demand praise and recognition from both his peers and adults. Aide I lived alone until he got married toward the end of the training program. His employment history indicated a marked ability to obtain several very good jobs, but difficulty holding them down or staying with them. In 1962, he was arrested and confined on a lottery slip charge. Aide I is the oldest of 14 children; his mother is presently receiving public assistance. He impressed most staff members initially as warm, friendly, extremely self-confident and highly manipulative. Aide I was assigned to Recreation training.

Aide J (age 19, female)

Aide J completed the tenth grade at a local high school.

A tall, slender, often poorly dressed girl, she was not very articulate when first seen, and remained somewhat remote from the rest of the group. She lives at home with her mother and one of three brothers, all in a two-room, sparsely furnished apartment. She has no arrest record, and had been employed briefly at restaurants, laundries, etc. Her social companions were almost exclusively other girls. She was assigned to Recreation training.

CHAPTER THREE

The Core Training Program

Aide Training: Method

Mention has already been made in the Introduction (pp. 7 - 9) of the ideal dimensions of a training program for human service aides. Translated into actual practice, the program consisted of three major related segments: The Core Group, specialty workshops and seminars, and supervised on-the-job experience.

The Core Group

The ten Aides, along with their leader, met together daily for approximately three hours in what came to be known as the Core Group; they met five days per week during the first six weeks of the program, then twice a week during the last six weeks. The Core Group was conceptualized as a training group wherein its members would learn how society, small groups, people in general and they themsleves felt, functioned, and developed. Within this group the Aides learned how to analyze personal, social and job-related problems, make their own decisions, try on various roles and attitudes for size, and generally cope more effectively with people and the world around them.

Starting from their own experiences, the members of the Core Group were encouraged to examine the process of adolescence and the problems of living in a poor area of the city. As the group progressed, it drew upon experts to discuss and examine with them areas of knowledge of human services common to all. These included:

1. Problems of human development, i.e., family life, childhood, adolescence, mental health, normalcy and deviance;

2. The structure and function of community institutions and their resources;

3. The special problems of socially deprived areas and minority groups;

4. Health care and first aid;

5. Program organization and development;

6. Labor and employment;

7. The law and legal aid;

8. Credit unions, insurance, and medical care programs;

9. Problems of working with people.

In practice, this meant that formal and theoretical issues as well as practical problems arising from the life of the group and job experiences were presented for the group to discuss, work on, and gain practice in their examination and solution. The "business" of the group was focused by a number of related questions underlying all issues which the leader continually threw back to the members to grapple with--questions such as:

1. How does one assess situations?

2. How does one observe accurately?

3. How does one sort out alternatives and think through the consequences of actions?

4. How does one go about obtaining sufficient information in order to begin to solve a problem?

5. How does one judge what information is important and relevant?

6. How can one use others to help in this activity?

Issues actually dealt with covered a wide range including: who is best suited for what job and why; problems of minority group discrimination; how to deal with annoying supervisors; rules and regulations about tardiness and pay; why someone is not able to feel part of the group; and why the leader can be trusted more than group members. As far as possible, realistic decisions necessitated by many of these issues were left to the group. If the leader had to make a decision by default, then this itself became an issue for the group to take up. This process of self-examination and decision-making was greatly aided by continually feeding back into the group information and observations from on-the-job supervisors, researchers, and others with whom the Aides were in daily contact. In essence, a major segment of the lives and behavior of the group members was, in this way, held up for scrutiny and discussion by all, laying the groundwork for the development of norms, values, and sanctions adapted to the demands of working together and performing on the job.

During the first two weeks of the Core program, all the Aides were rotated through the three job possibilities, to give them an understanding of what these jobs entailed. Many of these youth had little realistic appreciation of either the range or content of jobs outside the narrow confines of what they could usually look for and do: maids, cooks, busboys, construction workers, garbage men, and the like. The goals of this part of the program included familiarizing the Aides with the three specialized fields, orienting them to the administrative routines of the program, and establishing the Core Group. During this two week period, the group spent four hours a day rotating among the three jobs, with three hours a day devoted to the Core Group.

Three days were spent in research orientation. The entire group met with members of the Center for Youth and Community Studies research staff. The group was exposed to many of the tasks that would typically be performed by research aides. In addition, the group visited the Data Processing Center at Howard University in order to observe the use of automatic data processing.

The group was then divided in half and each group spent three days in the day care and recreation centers. In both these settings the trainees had the chance to observe professionals at their tasks, see films related to the two fields, and talk to staff members.

It was felt that after such rotation, the Aides were able to make a more appropriate choice as to which jobs were best suited for themselves and for each other (at least as measured by their eventual performance in the areas they chose). This would follow from the opportunity to both be exposed to and get a taste of some realistic dimensions of jobs with which they were essentially unfamiliar. The rotation, however, also provided a setting which began to give the Aides a notion of what the wider community outside themselves had to offer. This initial "widening of horizons" was built throughout the Core program by bringing into the group outside speakers and representatives of community agencies and programs, and taking the group on a number of visits to educational, cultural and social institutions in the area. Thus the Core Group also served to provide a medium for enlarging and differentiating the outlook of the Aides on the world around them, affording a better basis for making choices and decisions, and identifying with the wider community.

The ideal functions of the Core Group might be summarized as follows:

1. An organization within which the individual youth could develop an identification as Human Service Aide.

2. A place in which the Aides could give each other mutual assistance and support.

3. A vehicle for increasing perception of and control over behavior and the assumption of responsibility for the group so that a "group identity" could be formed, with goals, values and standards.

4. The primary place where problems regarding job performance could be examined and dealt with and where administrative decisions could be made.

5. The place where social and personal problems could be brought up and worked out.

6. A more effective medium for the transmission of content related to the functioning of society, human development and human relations, the general prerequisities for employment, and specialty knowledge relating to individual fields. Indeed, a generic training program in 'human services' that might provide a base for specialization in a variety of different human service fields.

The Core Group: Content

The Core program itself can perhaps best be described by recounting some of the incidents that highlighted the interaction among the group members, and between the group members and the leader. These incidents were selected to illustrate the wide variety of problems that may develop when trainees find they need to make substantial adjustments in their life styles as part of their job training. A more detailed outline of the content of the Core sessions may be found in Appendix 1.

In one sense the program began with a major handicap: it was conceived and constructed by people other than the youth themselves. Since it was not perceived as their own, the youth did not need to have a sense of commitment to the program. Instead, they tried to rely on the staff for direction, while avoiding any responsibility for what took place. They seemed to feel that, in order to earn their pay, they must do as they were told and sit through the program, even if this meant long periods of silence, frustration and boredom. If the program demanded that they change attitudes, then they were also prepared to tell and give the staff what they wanted. In short, they brought with them to the group a wide variety of behaviors and interpersonal skills that were designed to protect them from responsibility for themselves and one another, from the threat of being blamed for failure, and from the risk of making long-term, independent decisions about themselves and their futures. They seemed always to want to force the staff into an authoritarian posture, as though at least then they might know where they stood and could sit back with a half-smile, content in the knowledge that this proved the program was more of the "same old thing."

A favorite variation of this approach was, at points of particular crisis, to threaten to go back to the "street" and "rob and steal." Along with implied threats of violence, this often resulted in raising a great deal of consternation among the staff. The leader, in particular, would find himself unable to adopt a consistent stand before these and other onslaughts, vacillating between trying to be supportive, helpful and "well-liked," and angrily wondering if a more demanding and punitive approach were not necessary. To sit with these young people every day for hours at a time became a problem in itself. Days went by without anything apparently important to talk about or an issue around which to make a decision. Efforts to introduce new topics were met with scattered groans or resolute, impenetrable silence. As if to find some comfortable way to spend the time, some marginal person in the group was singled out for the verbal attack of the others, with the leader's attempts to ferret out the reasons for this misinterpreted as sanction for the onslaught. Siding with some of the members either to protect or to encourage them, the leader found he was alienating the others and undermining group responsibility. All these things, however, were part of the climate generated when these ten youth were brought together to consider the problems of adjusting to their new job, to learn more about themselves and their community, and to make meaningful decisions related to their functioning on the job and as a group.

On several occasions, for example, administrative errors and mix-ups caused the pay checks of the trainees to be delayed. This was usually met with open expressions of anger and resentment, threats of quitting, and cynical disappointment in the program. The first time this happened, the leader anxiously responded to the group's reaction by calling in the Director of the Center for Youth and Community Studies. He listened to their complaints, explained the problem, and offered to establish an emergency fund from which they might borrow money until they were paid. Five of the group accepted amounts ranging from three to thirty dollars, all of which were repaid when their pay came through.

In further discussion with the leader, however, the other members of the group proudly said that they would never be in the position of having to ask the boss for money. (In retrospect, many of the group members told of how they had felt cheated of the chance to express their "righteous indignation" at the wrong that had been committed. At the same time there was a great temptation on the part of some of the staff to deal with their own anxieties about the threat to "quit" by siding with the kids against the "University administration" and inciting "direct" protest action.) The group as a whole, with the help of the leader, then began exploring ways of banding together so none of them would be caught in the position some of them were in. They began to develop the concept of an independent organization of Aides, and planned for raising an emergency fund. Each Aide was to contribute two dollars per week to a fund which would be used to finance money-making social events.

As the planning continued and the time for actual commitment of funds grew near, some members began to find fault with the plan and eventually the idea was dropped. It occurred to the leader later that the plan had perhaps failed because the leader had given it so much support that the trainees were unable to feel it was something of their own making. Also, the issue of whether or not they could trust one another with their money without some arbitrary authority overseeing the process was never resolved.

Their pay was delayed again a short while later. Once more, the threats were heard of quitting and going out to commit crimes, the accusations made of betrayal and lack of concern. There was no immediate response to all this; however, the group rather quickly began coming up with alternative plans of action, including the possibility of calling in a newspaper reporter who had previously written a story on the training program and getting him to apply public pressure. The choice finally agreed upon was for the group to write a petition stating that they would walk off their jobs in a body if they did not have firm assurance that they would be paid as soon as possible. Effective action was taken almost immediately, and the group had a firm instance of their own power and influence, as well as of their ability to act together for their mutual benefit.

It is important to note that at no time during the difficulties with pay did the members of the group show a marked lack of "capacity to tolerate frustration," or "ability to delay for future gratification," as might be signified by actually leaving the program, re-engaging in delinquent behavior, or purposely messing up on the job. Quite to the contrary, in spite of not getting the "immediate reinforcement" of their pay on time, and in spite of staff anxiety, they were able to express their consternation and anger and keep it within acceptable limits; they were able to constructively explore alternative actions; and they were able to act in a unified and responsible manner to achieve a given end, rather than deny themselves any possibility of success - given the setting, opportunity and support to do these things. Just how "permanent" these behaviors can be is best illustrated by the following anecdote. Some weeks after the training period had ended, a professional social worker on the staff had some trouble with her own pay and was angrily and loudly denouncing the administrative structure, while threatening some form of reprisal. One of the Aides, who happened to hear her, walked over and patted her softly on the back, reassuring her with, "There, there, I've been through this before. It's just something you have to get used to."

There were other instances as well of the youth demonstrating an ability to make constructive use of the group situation, particularly when given the opportunity to make meaningful decisions. One of the more significant of these revolved around one of the girls in the group. Early in the program she was assigned to research, given a tape recorder and asked to interview some of the other Aides. She was given a "hard time" by one of the interviewees, leaving an undertone of resentment that carried over into arguments in the group session. Taking the tape recorder home with her, the girl did not return to the program for three days.

The leader and the group spent most of a session assessing what had happened and planning what to do about it. For one thing, the girl, throughout her participation in the program, had always emphasized her higher socio-economic background and remained aloof from the others. The boys in particular resented her attitude and had been looking for a way to "bring her down front" (demoralize her). As the discussion progressed and the various reasons and the situation became clear, three alternatives emerged and were presented to the group: (1) the police could be called and the girl charged with theft; (2) the leader could visit her and at least get the tape recorder back; or (3) the group itself could assume responsibility for the situation. The last alternative was decided upon, and it was left to the group to work out a solution.

Quite soon afterwards, the absent girl returned. The group members had set themselves up in teams and waited at the girl's home until she returned, whereupon they asked and convinced her to return to the program. In a separate session with the leader, the girl talked about her position in the group and considered what aspects of her behavior in the program had contributed to the way the group felt about her. More importantly, however, the incident illustrated how all the group members could mobilize themselves (not very long after the start of the program) around the difficulties one of them was encountering, even when the alternatives might have relieved them of all responsibility. This was by no means a consistent practice of the group. However, it was strikingly in contrast to the usual expectation of a "lack of concern for others" and difficulties in choosing among alternatives in these youth.

The group's response to the need for coming up with a working policy around absence and punctuality pinpointed many of their conflicts and problems. Two rules had been made about attendance at the beginning of the program. The first fifteen minutes of an hour were considered a "grace period." If a trainee arrived within the first fifteen minutes, he would still receive credit for the entire hour. Secondly, if a person were going to be absent, he had to call in to his supervisor and explain.

Testing this structure for consistency and fairness remained a major preoccupation of the group throughout the program. On the one hand, the leader of the group often found himself placed in the position of an arbitrary authority administering a set of rules which the trainees saw only as something to deviate from or find loopholes in. Attempts to make the formulation and administering of such rules a mutual responsibility were met by accusations of weakness and lack of control on the part of the leader. For their part, the trainees were also in conflict. Given the fact that this was someone else's program, they were tempted to get away with as much as they could. On the other hand, many of them had been "docked" for lateness and absence early in the program and wanted others to share in this fate. In the group discussions, it became clear that what they were often doing was forcing someone into the role of a "boss" and then giving him only two choices: fire everyone who missed work, or surrender control and let the trainees do whatever they wanted. It was pointed out repeatedly that neither alternative was realistic, and that the group had to decide to take responsibility for controlling themselves and coming to work.

The constant demand on the group for an operational policy and the refusal to let it be pushed off onto an arbitrary authority eventually led to a feasible policy. The overall reliability and attendance of the group continued to improve over the length of the program. This reflected a significant change in the direction of self-regulation and responsibility on the part of youth whose work and school records indicated a long standing problem around keeping anything remotely resembling regular hours.

The Core Group also served as a vehicle for enlarging the trainees' experience with the world around them. The first field trip the group made was to the United States Senate to hear portions of the debate on the Civil Rights Bill of 1964. The arrangements for the trip were made by one of the group members, who simply called the Capitol and explained what he wanted. He was extremely proud when the agency received written confirmation of a request to the Senate that he had initiated.

The experience of visiting the Senate and hearing a portion of the Civil Rights debate stimulated an animated discussion of political systems and their effect on the common person. Some of the trainees were shocked at the conduct of the Senators on the floor during the debate. Many questions were raised: "Why don't they listen to each other?" and "What does the amount of tax on cigarettes have to do with Civil Rights?"

The group reacted differentially when they were given the chance to participate in a conference of professionals that was considering the problems of aide positions in human services. Their experience at this conference produced many questions about their own futures. They recognized that many people were in favor of using non-professionals in new roles, but they had many doubts about how far agencies were willing to go. They felt that many people were actually unwilling to give them a chance, and they could see no way of helping these people change their minds. Comments about the prejudices and the lack of trust articulated by professionals were made by the trainees as they discussed the conference.

As they continued to discuss the problem of selling new ideas to reluctant professionals, the group resolved to demonstrate that they could be trusted to do responsible jobs. It was at this point in the program that the trainees began to realize that what they were doing could have national ramifications. They began to see themselves as a pilot group with something to prove. However, despite their new dedication to the task before them and regardless of how well they did in the program, they still retained doubts about their own futures.

Over the twelve week period the members of the group did not knit together to form an integrated unit - one that could cope with stressful situations and continue functioning in the absence of a leader or without the formal demand of a required meeting time with attendance taken.

Individual members did gain from the experience to varying degrees, as reflected in the trainees' evaluations of the program to be found elsewhere in this report, but they were highly critical of much of what went on in the Core Group. After the training was completed and the Core Group allowed to disband, there were still a number of problems arising with individual Aides that might have greatly benefited from group consideration and action. This suggests the need for continued training and support during early experience in the full-time employment situation, something that might be achieved through continued group meetings and/or an independent Aide organization framework.

Role of the Leader

A critical element in the process just described is the leader and his ability either to foster or to hinder an atmosphere in which this process can develop. It is a complex role to play, and one not easily defined except perhaps by features that can be inferred from both what was and what was not done in the program:

1. As the representative of the training agency, the leader has authority to dismiss individual members if necessary, and to apply such sanctions as docking pay, keeping the group beyond an allotted time, or imposing disagreeable tasks.

2. From the onset, he needs to make quite clear how much authority he keeps and how much is delegated to the group.

3. He, as the chief liaison person with other supervisors and research personnel, knows a great deal of what goes on in the work situation and often in the "outside" lives of the group members. He is responsible for bringing up difficulties with the group, even if members directly concerned do not.

4. He helps the group look at the reality of various situations, explore alternative interpretations and solutions, and become increasingly aware of the consequences of their actions. In sum, he is the arbiter of reality for the group.

5. He provides opportunities for problem-solving and decision-making, continually trying to foster a spirit of constructive and critical inquiry. All this is aimed at teaching the group how to function in such a way as to support and help one another in the solution of their problems and the management of their lives.

6. Almost as a corollary to the above, he encourages the group at all times (often against great opposition) to take on responsibility for themselves and their own actions.

7. Since his position as leader also makes him available as a model with whom the youth might identify, the leader must be able to cope with a variety of situations in ways consistent with the goals he has for the group. His own standards and values must be clear to himself, allowing him (without fear of personal seduction or insecurity) to assist the group in questioning and re-examining their own values and those of society in general. He must also be able to accept the implicit role of ego-model without anxiety and signs of rejection, and without over-identification.

8. As part of this process, he needs to be willing to admit his mistakes, and help the group be less defensive about their own.

9. He arranges to introduce subject matter into the group discussions as seems appropriate, and to provide opportunities for group experience in planning their own activities.

10. Above all, his influence with the group members varies almost directly with his indicating his respect and confidence in their ability to manage their lives, solve their own problems, and behave responsibly.

In essence, the leader must be a strong authority figure who delegates much of his power for decision-making to the group, without surrendering his role as teacher, counsellor, stimulator of inquiry, source of information, and reality-tester. It is not a "safe" role behind which to hide, buttressed by a variety of administrative regulations, supports and restrictions to fall back on in time of trouble. He is not there as group "therapist"-- a role which, for the contemporary professional, is a great temptation. Rather the role is that of trainer and leader, which involves a great deal of personal risk and willingness to offer one's own actions, values and abilities as models to be emulated, including the possibility that they may be found wanting and replaced by others. Moreover, the leader must find, support, and respect within each of the youth those qualities that make for effective functioning and personal competence, an activity which requires the kind of involvement and enthusiasm that is rarely confined to the official time limit set for the group meetings. Finally, he must be able to tolerate the floundering, indecision and lack of closeness that often affect the group, indicating by his tolerance and lack of anxious intervention that in this group decisions can be made and problems can be solved.

CHAPTER FOUR

Specialty Training

Specialty Training and Workshops

The Aides spent part of each day during the training period in the job specialties to which they had been assigned. This on-the-job training took place at three different locations, under the supervision of specialists in each of the three job areas. Generally, the training took the form of immediate involvement in practical aspects of the job, supplemented by regularly scheduled training sessions and workshops at which specific techniques and knowledge were considered.

The particular content and structure of each of the specialty training programs had certain unique features that deserve separate consideration. Following are the descriptions of each of the specialty training programs, based on the accounts of the respective specialty supervisors. Outlines of the curriculum covered may be found in Appendix 1.

Day Care Training

Four Aides worked five hours a day in a day care program at Friendship House on Capitol Hill in Washington. Each Aide was assigned to a teacher responsible for a group of children. Aides assisted these teachers in moving the children to and from activities, dressing them, leading and supervising organized and free play, helping with arts and crafts, helping at mealtimes, and dealing with behavioral and interpersonal problems as they arose.

The Aides met as a group twice a week with the CYCS day care supervisor to discuss their observations of the children, the uses of different kinds of play, their relations with the regular staff, and other problems arising from their daily experiences. The latter included discipline, racial remarks, sexual confusion, and emotional upset. The day care training consisted of discussion of these problems, observations, lectures, films, case conferences, role playing sessions, written exercises, and direct work with children.

The Aides were required to write reports on their observations and daily experiences. This made them aware of the need to express themselves coherently. Thus, even though many of the trainees had disliked school and formal learning, they began to ask for exercises to improve their writing ability. Aides also participated in case conferences about individual children, during which they could add their own observations and comments to those of the regular staff.

The day care supervisor kept a daily diary of her meetings with the Aides which gives the flavor of what occurred in these sessions:

> I met with W, X, Y and Z at Friendship House shortly past nine o'clock. They were already in the rooms to which they had been assigned, watching the kids, and were somewhat reluctant to leave them when I came for them..... I thought it best to meet their feelings, and started out by saying that I knew they got bored sitting around and talking and perhaps it would be a good idea to give them the reasons for this. I then explained that there were plenty of people who could be hired by day care centers to do just routine stuff like fixing juice, setting up cots for rest, etc., and they didn't need me to teach them that—they could learn it just by sitting around and watching for a while. I said I was interested in teaching them some things that would make them more valuable to a day care center than just anybody who knew how to do those things—that I had knowledge and experience about understanding kids and how and why they behave as they do, that I wanted to pass it on to them so they could have better job opportunities....
>
> I explained what a case conference was, what you needed to know, how they would have to be able to present material, etc. They were much interested in this, and eager to go on from this to present the observations they made in response to my assignment to them. Some had written them, most not, but they had certainly done the observation. I pointed out the need to be able to write them down in future ... but I felt we ought to bring out some of their difficulties in doing so—Z said how confused she got when she was trying to watch one child and another began playing with him, how she couldn't write as fast as she could think, etc. We practiced a few of these ... I was sympathetic, and said they had to learn to develop blinders about the other kids unless they were playing with the kids observed. I said I also knew some of them had had trouble with writing and spelling and stuff like that in school, and wondered if perhaps they were afraid of making mistakes, and reassured them that mistakes wouldn't

bother me. I asked if they wanted me to point out spelling errors and they all said they did, Y adding that this was a way not to keep on making the same mistake....

We now went around the group and got the observation reports which were rather skimpy, but terribly sensitive. I showed them how to expand them to include the things I would need to know to help them with the kids; they got the point and started adding details of descriptions and events, also began to bring in examples from their own brothers and sisters, nieces, and nephews, Y particularly seemed proud that his two year old sister prefers him to the mother. X was extremely perceptive about some rivalry that goes on between his niece and nephew, how his sister misses what is going on, and how he straightens her out. We talked about sibling rivalry, and I explained the term--they got the meaning right away. Z was extremely perceptive in describing how her observee acted, including the fact that the child probably didn't have someone she could trust at home--she didn't put it in these words, but that is what she was saying. I complimented them on how well they had observed, said the writing part was hard but we could work on that--they were very good on seeing what was going on. The participation was excellent all around.

...The coffee fixed and served, we now went into X's report on S (a child in the day care center). He had answered each of my questions with a sentence, had had the wit to add that S seemed to want to play with one little girl exclusively, had done a fairly good job of observation, but the English was execrable. We talked about how the mother is with S--- X had noticed that she didn't let the child take her own outer clothes off and the kid wanted to do it herself, also that the child controlled the mother. We went into what might make the mother this way and I found myself needing to get across the concept of the unconscious, so I waded in—using as an example (not exactly accurate, but I got the point across) the fact that sometimes when one meets a person one feels instant like or dislike, and tied this up with past experiences with brothers, fathers, etc. They got the point right away, W commenting that sometimes one feels as if one had met the person before. I stressed the influence of one's childhood and the people in it on future behavior, and then went into a woman's possible unconscious need to keep a child a baby, and why, using an example of how I felt when my only kid went away to school. They were very much interested in this, and added comments of their own—X commented at one point that he would like to hit S sometimes when she was so mean to the other kids. I brought in the fact that S was an angry child, we should try to understand why she was angry and that she didn't like her behavior either--that people who go around angry underneath find themselves hitting out whether they want to or not. X was extremely interested in this.

... we got down to the business of playing with the blocks--I showed them how they should be stored, told them how to keep them smooth, how the kids love to sandpaper them, showed them how they were modules of one another and how the kids learned shapes and relationships and even the rudiments of fractions by playing with them, but even more how much fun they had making things with them. They went to work to build--W with alacrity and with his usual creativity, making a nice castle; X more slowly and having to overcome some shyness; Z not at all for a while (She excused herself and went to the bathroom for a long time) and only did something when she came back and I said, "This is the kid who won't enter into the block building; how do we get her in it?" I took her hand and asked if she wanted me to help her get started, just as if she were a kid, and then she made a picture of a house out of blocks--I had never seen them used like this before. I showed them what kids do to each other's buildings, how to handle situations where they kick down each other's buildings, etc.

I now got into a further discussion of dramatic play, since it was cut off by discussion when I first introduced it. I went into what a kid was doing when playing out roles, they understood this well and gave examples. The need for babying came up, how kids play this out--I told them how sometimes a group, particularly four year olds, will get out of hand when the need for babying, conflicting with the need to grow up, gets them down. I told how I used to line up my kids and give each one a turn to sit on my lap and then sing "Rock a Bye Baby." Y at first said people didn't have baby needs, then looked at me and said, "Sometimes I want to be a baby." I wasn't sure whether this capitulation was to please me or because he really felt it, but I was interested that his next question was, "What do you do with a kid who wants to be a baby all the time?" I said I would meet the need not asking the kid to push it down, but hold him on my lap for a while and then gently put him down, saying something about he wants to be a baby but he also wants to grow up. Y seemed to get the point....

From a somewhat inauspicious beginning it was surprising to see how quickly these kids developed small-group loyalty to the day care placement. This is not to say that they quickly formed a "group" in the sense of helping one another and sharing misfortunes, etc., but rather that they saw themselves as a group in competition with the others who were having other kinds of training. I think the reasons for this are pretty clear—they did like the work they were doing with the kids, they were the ones who actually had work to do long before the others, who became somewhat bored with inactivity, and they quickly found a feeling of adequacy, since it was clear from the start that they were going to be able to function well with the little children. This latter point cannot be overemphasized: I think it was crucial for these kids who had experienced nothing but failure and rejection in the school situation to find that there was something that they not only could do well, but could also receive praise for.

The following are examples of situations which the day care aides had to handle:

1. At the table: At lunch, 3 year old Judy refused to drink her milk. An aide sat down at her table for several days. He didn't say anything about the milk at first but simply drank his own. After he got to know her better, he poured a little in her glass. She refused to drink it; he did not force her. This happened for a few days. Then, one day, without saying anything, she drank the little bit of milk. Gradually he added more. Finally, after some time, she said, "Gee, this isn't as bad as I thought it was." The aide felt his success was due to the fact that he didn't force her to do what she didn't want to do, and that he showed her by example rather than by lecturing her about the benefits of drinking milk. "These kids learn more by actions than words," he said.

2. Working with the teachers: One of the regular teachers was disliked by many of the aides. "She doesn't know how to treat the children. She babies them" one aide complained to another. At a case conference of the regular staff, an aide openly criticized the teacher's handling of a situation. The teacher became embarrassed, then angry. At their next training session, the aides discussed this situation. The critical aide acknowledged that he should not have criticized the teacher before her superiors. The group then discussed why the teacher acted the way she did and with the help of the supervisor's comments they felt they understood her better. The aide found that with this knowledge and his recognition of his mistake, he got along better with the teacher. He also said that in the future he would handle difficulties either by talking to her apart from the others or by discussing it with his supervisor.

3. Reading aloud: One aide experimented with different ways of reading stories aloud to the children. The teacher had suggested she read a bit and then pass the book around

so the children could look at the pictures. But she found it easier and less disjointed to read the story, then show the book around so the children could take their time to look and ask questions. If any child monopolized the book, she simply took it away from him explaining that others wanted to see it too. The aide also found that a small group of no more than 12 children was best for reading aloud. Here again the structure of the training program allowed the aide enough freedom and responsibility to solve problems or deal with situations on his own.

4. Outdoor Play: Two children were fighting over a tricycle in the playground. One started hitting the other; the other retaliated by calling names and swearing. The aide walked over, separated the children from each other, and took both of them away from the group. In a firm but calm voice, he explained about the necessity of sharing toys and admonished them for swearing and hitting. He saw the children still felt angry about the situation, and suggested they swing or slide or throw a ball—something active to release their hostility in a harmless manner. Explaining his verbal approach, the aide said that hitting children accomplished nothing: "That's what they're used to."

5. Nap Time: During nap time, Charlie, a four year old refused to lie down and noisily disturbed the other children. T., an aide, calmly sat down beside Charlie and talked to him softly. Charlie quieted down for a while, then acted up again. T. took him away from the rest of the group and put his cot in another room. Charlie yelled for a while; but when T. looked in a few minutes later, Charlie was asleep. "Separating a trouble maker from the rest of the group is one of the most effective methods of discipline," T. noted.

Parenthetically, an almost unintentional experiment which took place in Day Care is worth some mention. Three boys, all of whom had histories of antisocial behavior and various episodes of personal instability, functioned quite effectively as Aides with young children. In fact, there was some indication that at least part of their success was due to their being males in what is ordinarily the female-dominated world of early child care. Not only did the children take readily to them, but the boys themselves gained a great deal of self-esteem in being, as they put it, "real men" to whom the children could relate.

The day care supervisor felt that several things might have been done differently. She suggested the need for more preparation of supervisory personnel to clarify the intent of the training program, the underlying philosophy of group intervention, and roles and responsibility of professional staff. The latter is particularly important in defining the relationship between professional staff and Aides. In order to secure maximal staff cooperation in allowing the Aides to assume responsibility for carrying out activities in the day care program, lines of communication and authority should be as clearly defined as possible, with adequate provision for periodic sharing of information and problems. Within the given agency, arrangements should be made for simultaneous in-service training of staff members who are working with the Aides, perhaps combining the two groups for workshops and classes in the use of specialized techniques with children.

Research Aide Training

Research training consisted of a three-day orientation for the entire group of Aides, and the teaching of specific skills to the two Aides who were assigned to research work. The program emphasized the purpose of a research endeavor and a nucleus of basic skills required in the systematic study of a social intervention.

Total Group Orientation

In three days of research orientation, the purposes of research were described, and differences between knowledge, opinion, and faith were explained. The Aides were told that research is a systematic acquisition of knowledge. They were alerted to the problems of statistical inference and the necessity, given the current state of knowledge, of making probability statements.

The Aides were informed that they already had some knowledge of statistics and probability theory. Many of them knew that a right-handed batter was used to pinch hit against a left-handed pitcher because that arrangement increased the probability of a "hit." Many of the Aides knew that in shooting dice the odds against the shooter getting his point of ten before he threw a seven was one to two. The instructor explained the reasons for odds (and for weeks thereafter he was referred to as the "odds man").

The purposes of the Research Aide program were specifically delineated. Those selected for research roles were to try to determine the characteristics of young people who would be best suited to the Aide job, the effectiveness of the training program in transmitting specific skills, and the receptivity of the community for the hiring of Aides after they had been trained.

The Aides were given instruction in the use of a tape recorder and interviewing and conducted practice interviews using the tape recorder. They were instructed in coding procedures, and practiced by preparing uncoded material for key punch. The essentials of an IBM card were described and the procedures used to establish column and code assignments were detailed. The Aides were instructed in the use of a counter sorter and practiced it. The operation and uses of a desk calculator were described to the Aides and they performed a series of statistical manipulation, primarily percentages.

Skill Training for Research Aides

The two Aides assigned to research roles were given further instruction in interview techniques. They conducted a tape-recorded interview. The tape recording was played back in the presence of the instructor, was critically reviewed, and suggestions were made for improving technique. Each successive tape-recorded interview was afforded this treatment, to foster growth in interviewing skill.

The Aides were given instruction in the techniques of controlled observation. Each observation was critically reviewed in much the same manner as were the interviews. The Aides were taught to use Bayles' Interaction Analysis and were instructed in sociometric analyses. This included the administration of sociometric choice forms and the analysis of results. The latter included a determination of the relative position of each youth in the group and a measurement of change occurring over time. In order to determine the reliability of sociometric choices, the Aides were taught to measure the degree of agreement (rank order correlation-rho) of judgement made by staff and peers.

The Aides were required to analyze the group interactions and sociometric choices. In performing the analyses, the Aides improved their skill with the desk calculator and learned to compute arithmetic means, percentages, rank order, and product-moment correlations. Attention was given to the development of verbal and written skills. The Aides were required to make oral and submit detailed written reports which were then reviewed with them.

Instruction was primarily individual and tended to emphasize a particular skill. Supervision of on-the-job performance enabled the trainer to use errors as a basis for changing techniques of instruction. This supervision was directed at providing a basic understanding of research procedures, the reason for every operation being systematically explained. The Aides were also asked to inform the larger group about their activities, and describe precisely what they were doing and why. These oral presentations of the Aides to their peers provided a test of the assimilation of the training experience.

With the development of skills, the Aides seemed to gain a feeling of competence. This sense of competence was reflected in many ways. In one of the two Aides there was perceptible change in appearance, he stood taller, and spoke more assertively. He derived satisfaction from the non-interpersonal aspects of the research work. He eschewed interviewing the other Aides. He disliked the weekly distribution and collection of check lists because of the "flock" which attended this function. On the other hand he persisted with calculations, taking great pride in his proficiency and speed. On one occasion he became so engrossed in the activity that he continued to work until 11:30 p.m. (more than 6 hours after all the others had gone home). This unsolicited extra effort became known to the research staff only because he had to request help from someone with a key so that the office could be locked when he left.

Recreation - Small Group Leadership Training

On April 20, 1964, four Aides - one girl and three boys - began training at the Baker's Dozen Youth Center to learn skills in recreational activities and small group leadership. More basically they were to be given the opportunity to assume roles as leader of groups of other disadvantaged youngsters and to help direct their activities and behavior into socially acceptable and constructive channels.

The Aides all came from "deprived" areas of the city, those characterized by low income levels, poor housing conditions, and high crime rates. They strongly resented adult authority as represented by the police, school, teachers, or anyone else who restricted their freedom. Few had constructive relationships with their families, in school or in the neighborhood.

The Aides came from the same neighborhood as most of the teenagers who were eventually recruited for the recreation groups, and were thus familiar with the local culture. We hypothesized that they would know how to appeal to local youth and would be able to identify with those they were trying to help. If, however, the Aides were to lead these recreation groups in positive, constructive activities, they had to change many of their own values and beliefs and develop a better respect for themselves and for others. This was the major challenge of the training program.

The program combined on-the-job training, skill workshops, field trips and group discussions aimed at providing skills, confidence in their ability to perform the assigned jobs, and at enlarging their knowledge and experience of other people and the community. During the first four weeks of training, the Aides were taught specific skills in recreation and small group leadership and became acquainted with agency policies and programs. While school was in session, the Aides met in the morning for training and led recreation groups after school. When school closed for the summer, the Aides spent six hours a day with the groups and two hours a day in training sessions. During the training period, the Recreation Aides met regularly in core sessions with the Aides assigned to Day Care and Research.

Each Aide participated in recruiting and registering applicants for the recreation groups. The groups were organized to provide organized recreational-educational activities for area youth and to give the Aides practical experience. The Aides and training staff mapped out in advance the blocks from which group members would be drawn and set the maximum number for each group at ten. The Aides then went into the assigned areas and handed out leaflets describing the Baker's Dozen program to young people standing on the sidewalks or active in playgrounds. About 40 of them came to the first meeting at the Center where the Aides and professional staff discussed the activities to be offered. The boys and girls who joined were then grouped according to age, sex, size, interest and educational level. Each Aide was assigned to one group. The groups elected their own officers, chose group names and developed a list of desired activities.

The "Proud Ones" was a group of aggressive, friendly, outgoing and athletic 12 and 13 year old boys. The "Sluggers," aged 11 to 13, was a group of boys who were less athletic and spent most of their time in discussions or indoor games. All members of this group attended the same school and tended to associate only with one another. Group pride was extremely strong. The third group, the "Pirates," was made up of boys aged 13 to 15. Their activities were more impulsive and uninhibited. They had been involved in gang fights and often brought weapons to club meetings. The fourth group, the "Swinging Majorettes," was the only girls' group and ranged in age from 11 to 13. They were highly active, talkative and tom-boyish.

Each group chose its own activities; these included arts and crafts, games, sports, trips, hikes, clean-up campaigns, and remedial school work. They visited the Botanical Gardens, art galleries, the F.B.I., hiked in Rock Creek Park, took fishing trips, went to the zoo, built a barbecue pit behind Baker's Dozen where they held cookouts and organized the cleaning up of their neighborhood. In each of these activities, the Aide supervised and guided them. After a while the groups changed from a collection of individuals to cohesive units in which the members participated in planning and carrying out programs.

From the first, the youngsters responded wholeheartedly to the Aides and rapport was established smoothly and quickly. As the Aides' training progressed and as they learned more about observations and the functioning of groups, they became more skilled in helping group members relate successfully to one another. Thus the Aides were able to utilize their group work training in an organized recreational program in a direct and meaningful manner.

For example, one Aide, C, had several very hostile and aggressive boys in his group. Before a baseball game one of the boys knocked C's hat off. C was about to hit him but stopped - remembering that the boy was used to physical punishment. Instead, C suspended him from the game and from the group for several days. Another boy was a smart aleck who refused to cooperate in any activity. This boy, C learned, came from a large family where arguing, yelling and cursing were the normal forms of conversation. C talked to him in a quiet tone of voice and gradually gained his respect and cooperation.

In the training sessions, the Aides discussed basic principles of social group work, such as guided group interaction, democratic group self-determination, worker-group relationships, and continuous individualization. Group work principles were taught through discussions, lectures from training staff, films, and role playing of typical group situations, such as the child who refuses to participate, the trouble maker, and the outsider.

Basic skills in conducting athletic activities, games, arts and crafts, music, and the like, were taught by volunteer guest instructors from the D. C. Recreation Department and other community agencies.

Several sessions were spent on learning to record group activities. At first the Aides' lack of skill in reading and writing hampered their efforts. They had all completed at least the eighth grade, but they were far behind their grade level in reading and writing. They showed little interest in these sessions and resented being corrected when they made mistakes. This disinterest was true of any part of the training which resembled school or a classroom atmosphere. Note-taking, lectures, quizzes, and blackboard drills were not as successful as games, field trips, role playing and other methods of instruction that used personal participation. To make recording easier and more interesting, the Aide used an outline rather than a narrative form, and a check list to record movement and activity in the groups. Lectures and discussions were held to a minimum. Films, slides and games held their interest for longer periods. As the program progressed, discussions centered on on-the-job problems rather than on general principles or formal instruction.

The Aides used and accepted supervision very well when it was related specifically to their work with the groups. In issues of agency policy they were less able to accept supervision and guidance. From time to time, the Aides had difficulty with such responsibilities as signing time and check-out sheets, calling in when tardy or absent, attending staff meetings or keeping appointments, and time limitations on lunch periods. These problems may have been due to their prior experiences with authority and rules, the manner of the supervision or the method or attitude with which policies were presented to them.

As time went on, the Aides profited more and more from on-the-spot discussions and conferences to solve problems, and through gradually increasing recognition of agency policies and regulations.

At the conclusion of the training period, the following observations were made: 1) the Aides performed their jobs adequately and were able to establish close rapport with their groups, more quickly than some professionally trained workers, 2) the similar backgrounds of the Aides and group members contributed to the ease with which the Aides gained the confidence and respect of the group, 3) their jobs and their affiliation with a community center and a university increased the Aides' self-esteem and prestige with their friends, and 4) their increasing knowledge of their own strengths and inadequacies helped them to understand group members' strengths and weaknesses and to set group objectives accordingly.

CHAPTER FIVE

Job and Staff Development

Job Development

The creation of permanent positions in community agencies which can lead to career advancement is the ultimate test of the acceptance of a new level of personnel. Without such positions, training can have no real effect as a vehicle for social change. Along these lines, the experiences of the new career program confirm the opinions of Dr. Rioch[1] in the training of mental health counselors: major effort is required for the job development aspect of the program and this work should start even before the program is begun.

The Community Apprentice Program was begun in the expectation that the Washington Action for Youth project (later, the United Planning Organization) would provide seed money to absorb the Aides into their target area demonstration project, during which time permanent positions could be negotiated. However, it soon became apparent that this project would be delayed, and that alternative positions might have to be negotiated for an indefinite time.

Discussions around such negotiations disclosed the following:

1. While the Day Care agency where Aides were in field placement did have an Aide classification, no funds were budgeted for this position. Although it was often hard to obtain well-trained day care sub-professional staff members, and it could be possible to hire three Aides for the price of two sub-professionals, there was reluctance to envisage such long-term staff reorganization.

2. In government agencies we found that there was frequently no career position at a rank appropriate to that of Aide. For instance, in the D. C. Department

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[1] Margaret J. Rioch, et al. NIMH pilot study in training mental health counselors, Amer. J. Orthopsychiatry, 32, July 1963, pp. 678-689.

of Public Welfare, Aides could be employed as assistants to college counselors, but there was no position open under a Grade 5. New job descriptions would have to be written, and approved by the Civil Service Commission.

3. Even if there was a description, there was no such position provided for in the budget and consequently nc authorization for such a position. (One way of circumventing this is temporarily to downgrade vacant senior positions with a view toward adding a new job category in the next budget.

4. If new positions have to be worked into institutional budgets, this often may mean a two-year delay, depending upon various rules and regulations.

5. Even when positions are available, either in private agencies or in institutions, there may be a reluctance to hire and utilize Aides because (a) there are not enough supervisory personnel; or (b) the regular staff while better "qualified" (they may have a college degree or one or two years of college), are actually not well trained for the particular job requirements, and need further training before a new echelon of persons can be inserted below them.

Therefore, in order to obtain and create jobs, it seems necessary first to interest agency administrators and institutional policy makers; to work with division, district, or training officers, and to convince supervisors and project directors of the need and usefulness of Aide positions. However, to develop positions within agencies still requires major structural reorganization and a genuine redistribution of job functions; there is a need to think through educational advancement and steps for institutional promotion. It is also necessary to build in appropriate training for sub-professional staff and to upgrade their own functioning in the structure of the institution. Time is therefore needed to plan with agencies, before training is initiated, towards the establishment of positions and the formulation of job roles and descriptions. Such planning both governs the nature of the training and insures that jobs are available when Aides complete the training program.

This period of planning and working together enables the institutional staffs who are going to employ the Aides to feel that they have a major stake in the program and to understand some of the special problems related to the employment of disadvantaged youth. It is important for the successful employment of Aides that the tasks which they will be required to perform are clearly specified and that adequate supervision is provided. Most of the young people from underprivileged backgrounds are not sophisticated in understanding and finding their way around institutional structures. They tend to give up when they meet with confusing situations and, unless carefully instructed, do not know how to get help when they encounter difficulties. They often do not expect sympathetic understanding and assistance, and consequently fail to try to communicate their needs; rather, they act out impulsively, so that crises readily occur if problems are not identified and solved at an early stage. Agency administrators and professional supervisors need to be alerted to these matters.

A number of resistances can be anticipated in the development of non-professional roles as described in this report. In urban settings poverty is almost inevitably coupled in the minds of professionals and administrators with inadequacy, unreliability and delinquency—employers are afraid to "risk" using these youth. Moreover, professionals and sub-professionals may fear displacement. Professionals also may be concerned that the use of Aides will lower standards of service and sometimes are unwilling to relinquish direct service roles, which they enjoy, for supervisory ones. Administrators see the possibility of using Aide funds for the employment of the usual sub-professionals, with whom they are more comfortable.

On the other hand, a promising way into institutions does seem to be through the development of field placements for Aides—often a way of providing new services which hopefully create the demand for their own expansion. Some examples of this which offer possibilities for Aides in the present program are: (a) the placement of Aides in neighborhood recreational centers, where they work with small groups of children to influence the children's perception of themselves and others and help them learn a wider and more appropriate range of coping skills; (b) the establishment of State programs utilizing Aides in Welfare institutions for neglected and dependent children, which can form the basis of a nursery school program where there had been none before. This model also offers the opportunity to begin to train institutional staff to take over the Aide training function.

In general, one might say that whether or not a given Aide training program is to be anything more than just another demonstration depends greatly on the ground laid within the institutions and agencies utilizing Aides in their programs. From the point of view of the youth, it is crucial for them to know at the very start that the training they are about to undergo is directly related to continuing job and educational possibilities in the future. They have had too much experience with failure, suspicion, disappointment and closed doors of opportunity. This makes it impossible to successfully work and learn in a setting that again denies them the security and sense of involvement that come with being an integral part of that setting. On the side of the institution, ample time and opportunity must be allowed to permit the changes in structure and personal outlook necessitated by the introduction of Aides into any program. Jobs must be clearly defined, supervisory and administrative channels set up, and training and orientation provided for staff in their own roles vis-a-vis the Aides. Above all, provision must be made for continuous communication between the institution and the training agency to allow for maximal clarification of problems that arise, and to prevent the insidious build-up of resentment and misunderstanding that come from not knowing or misinterpreting the intent of the program. The success and continuity of any given Aide program is perhaps the best argument for expansion of such positions and the creation of new job opportunities.

Staff Development

Few of the staff had previous experience in working with socially deprived youth toward achieving character change, and most had no experience in job training. All the professionals, however, were well qualified in their own particular specialtiies, although without very much training in the use of small groups.

It had been planned to build training and orientation for staff into weekly planning and coordination meetings. However, this did not occur because the development of curriculum, coordination of activities, and the straightening out of administrative details occupied almost all of the two hours per week which had been set aside for this purpose. Some orientation for staff, of course, occurred through discussion related to the planning and implementation of the program. Individual supervision was provided for the Core Group leader, and an attempt was made to provide consultation for other staff as the need arose.

The Selection and Training of Instructors and Supervisors

The quality of the Core Trainers and Supervisors is crucial in the training of Aides, and it is probable that the personalities and character of the staff are as important as their knowledge and skill.

Although selection criteria and procedures are still minimally developed, attempts should be made to hire people who are sincere, interested, and able to stimulate interest in others.

They must be able to like and respect the Aides, or they cannot work with them. The Center is experimenting with the use of staff at different educational levels and from different backgrounds. Although it is hard on the candidates, it is considered that among the best ways known at present for predicting how people will perform in human services is exposing them to a diversity of human interactions, such as taking part in a group, and acting as interviewer in a simulated situation.

Training of these individuals should be related to the transmission of information with regard to the training program, the life of the socially deprived and the special problems in working with Aides: learning how to convey knowledge and skills in a form which is understandable to the Aides, and developing perceptiveness, sensitivity, undefensiveness and techniques necessary to understand and conduct groups of Aides. In the Center's initial ventures in this area, the training has been organized in a fashion similar to Aide training, with a Central Core Group in which the trainees study human relations, group operations, and their own management of themselves. They participate in seminars on the working of the community, the life of the socially deprived, the understanding of human behavior and the supervision of Aides, and they gain supervised practical experience by actually working with Aides. Staff Aides take part in some of the group discussions and act as informants in some of the seminars.

Program Climate

It is believed that the climate of the training programs affects the outcome, so that staff members have attempted to generate an atmosphere of enthusiasm and interest, and the value of the work of Aides has been emphasized. At the same time, all participants have been asked to recognize that the future as yet holds no security for Aides, that everyone has to be able to tolerate much uncertainty, and that no guarantees or promises can be made. Staff and Aides have also been expected to face the fact that no one is perfect, that everyone makes mistakes, and that much learning takes place through the analysis of error. Thus, a high value has been placed on the capacity to be undefensive and be free to examine one's own behavior in a critical fashion.

CHAPTER SIX

Evaluation

The systematic evaluation of the Community Apprentice Program was relatively modest, in keeping with the preliminary and exploratory nature of the project. It consisted mainly of experimentation with a variety of data collection procedures, and attempts to develop instruments for more refined and carefully controlled future studies. The trainees were given check lists and questionnaires from which sociometric statements were derived. Research staff, trainees, supervisors, and group leaders rated the program on a number of different dimensions. Data was collected from observations of trainees on the job and in group discussions. Most of the discussions, seminars and lectures were recorded on tape, and an effort was made to systematically analyze the content and process of these aspects of the program. However, not all the data was collected with even minimally sufficient rigor; therefore, much which might have been relevant for analysis of the program is not contained in this report.

Specifically, the research attempted to delineate the characteristics of youth who volunteered for the program, to analyze the process of identification and affiliation, and conversely, the possible reasons for alienation from and disaffection with the program. Another primary concern of the research was a description and evaluation of group process, since it had been postulated that a well-developed group was essential for the maintenance of an effective training program.

Development of Risk Categories

Based on initial interview impression, educational attainment, employment history, and delinquency record, each person at the outset of the program was assigned to a risk category. The best risks (those judged most likely to complete the program) were considered to be those who had made the best school adjustment, had a history of some employment, and gave no indication of difficulty with the law. On the other hand, those youth with a history of poor school adjustment, erratic employment, and delinquency were described as poor risks. Six months later there were no discernible differences in program accomplishment between those described as poor risks and those considered good risks. In fact, all ten youths had successfully completed all the job assignments given them. This data suggests a clear caveat against fixed pre-judgment of capabilities. Moreover, school performance, a delinquency record and an erratic job history may, in the main, reflect difficulties in coping with problems in a particular kind of context, and thus may have little predictive value for behavior in a radically changed situation (one that is in many ways discontinuous with past experience and expectations).

Status Six Months After Inauguration of Program

All ten community apprentices maintained a continual relationship with the program through the first six months of program operation. All ten had extablished reasonably competent levels of performance. They also, with one exception, remained free from any involvement with law enforcement agencies (the exception being Aide G, who was arrested once for disorderly conduct).

Although the procedures used were not rigorous or strigent, it was clear that the youths' ability to use language had increased prodigiously. On entering the program, the youth had found it difficult to perform reading and writing assignments. As they gained more experience in the program, however, they became increasingly competent and confident in their ability to handle these assignments. Since very little specific remedial instruction was included in the program, the increased skill might be attributed to a change in self-esteem. That is, through continued reinforcements of various kinds, the youth had been convinced prior to the program that they could not perform reading and writing assignments. However, through engaging in successful non-threatening and rewarding experiences, their underlying skills may have become manifest. In future research much more stringent procedures must be established to carefully appraise the process and progress of reading and writing ability as a function of such indirect educational experiences. The fact that four of the ten Aides returned to shcool in the fall semester of 1964 might reflect an effect of increased interest in education.

There was no careful study of possible changes in social attitudes. But the impression was gained that significant changes occurred in self-concept, attitude towards authority, aspirations for the future, and styles of dress and language. Almost all the significant observers felt that there was a substantial increase in the ability of almost all the Aides to tolerate ambiguous situations and to delay gratification. For example, the youth responded with remarkable maturity when they were not paid on time.

Future research should systematically concern itself with the possible changes in social attitudes which may result from a program which sets out to provide the opportunity for disadvantaged youth to make a contribution to society and have some control over their own destiny.

The evaluation was also concerned with determining if the youth, once having completed the training program, could be found permanent positions in on-going agencies. Extensive negotiations were conducted to this end, an account of which is to be found elsewhere in this report. An interim resolution of the problems, however, was attempted. Demonstration programs, for which funds were obtained from the United Planning Organization of Washington, D. C., agreed to retain the apprentices on an experimental basis; if the work and program proved satisfactory, the necessary administrative changes could be made to allow the youth to be retained in permanent agency positions. Consequently, the Recreation Department of Washington, D. C., engaged three aides (Aides A, G and J). The United Planning Organization retained two as aides in developing neighborhood center programs (Aides B and C). An experimental day care center, run by the Center for Youth and Community Studies, retained Aide E. The research division of the Center for Youth and Community Studies retained three aides (Aides D, F and H). They were assigned to the evaluation of various demonstration projects in the Cardozo Area of Washington. The National Committee for Children and Youth hired Aide J to work in a program designed to help army rejectees.

Controls Six Months Later

Five of the seven controls were interviewed six months after the onset of the program. Of these, three had not been able to secure work; one had worked, but only briefly; and one had been employed and was on the same job he had when he was first interviewed (although at the initial interview he claimed to be without a job since only persons not working were eligible for the Community Apprentice Program). Two of the three boys who were interviewed had been arrested during the interim. One of these was committed for 25 days to the local detention facility during this period.

The Program's Ability to Hold the Youth

The prior history of the youth involved in the Community Apprentice Program was not such that would suggest commitment to and perseverance in the program. All the youth had dropped out of school and none had demonstrated ability to maintain stable employment. It would have been reasonable to expect that after a few weeks a large percentage would cease to be interested in this new endeavor. As previously stated, however, all ten remained in the program during the first six months of operation. The question arises: Was there any objective evidence of increased commitment to the program, and if so, was it in universal operation, or did different persons in the program exhibit different patterns of attendance and tardiness?

The boys in the program were more regular in their attendance than were the girls. The boys averaged 2.2 hours missed per week as contrasted with the average of 3.3 hours for the girls. (The implication of this sex difference for the program will be considered later in this report.) There were also pronounced differences in attendance record by assigned tasks. The apprentices assigned to recreation amassed the best record, averaging only 1.9 hours missed per week. The apprentices in day care had much the same record, averaging 2.1 hours missed per week; whereas the research apprentices missed an average of 3.0 hours each week.

The difference in hours worked by assignment can partially be explained by a lack of standardized record keeping, but there is a suggestion that other forces were at work as well. Through a variety of sources, all primarily impressionistic, one tentative conclusion is that the more the youth were engaged in actually helping other persons, the more they were attracted to the program. Both day care and recreation assignments placed youth in a direct service relationship to others, while the research assignment did not have this component. The selection process itself, however, may account for the differences in hours worked since in some respects the two persons selected for research by the apprentices appear to have been chosen because they differed markedly in attitude, style, and aspiration from the rest of the group. This could make for a feeling of exclusion and unrelatedness that might affect commitment as measured by attendance records.

Sociometric Choices of Job Assignments

Each week the apprentices were asked to designate those among them they thought were best capable of handling the different job assignments. These voting choices provided some interesting insights. The data indicate that for the first week of the program, the apprentices looked upon day care as essentially a female occupation, with 65 percent of all votes being cast for girls. In the second week, after the apprentices had had some preliminary experience in the day care center, the voting choices were dramatically reversed, and 78 percent of all the votes cast were for boys. The vast majority of these votes were cast for two boys (Aides A and G). At the end of the second week, job assignments were made, and of the 18 votes cast, those assigned to day care (Aides A, E, G and H) received 95 percent of all votes cast. (This is not as remarkable as it might seem since job assignments were determined primarily on the basis of votes cast.)

Recreation was at first clearly perceived to be *the* male pursuit. Ninety-five percent of all the votes in the first week went to the boys and 65 percent of those who received votes in the first six weeks were ultimately given recreation assignments. Whereas, in day care, persons who received votes the first week were not given votes the second week, no such dramatic turnover occurred in the recreation voting. Persons receiving the most votes in the first week also received the most votes in the second week and continued to receive the most votes throughout.

The occupational choices of the aides further indicated that research was perceived to be more suited for females. However, this was primarily due to the high percentage of the votes received by Aide D, who, by mannerism and style, evoked an image of intellectual interest and proficiency, while research itself was perceived by the group to require intellectual background and competence. As with recreation, those who tended to receive votes in the first week received them again in the second week, and there was very little change in votes cast after assignments were made. Unlike the other assignments, persons continued to work in research after completion of the project and no change was indicated on the final ballot.

Sociometric Choices of Apprentices: The Existence of Cliques and Isolates

During the initial week of the project, the apprentices were asked to identify the two persons in the program that they considered to be their closest friends. The choices separated into two relatively distinct constellations of relationships. One consisted of a nucleus of Aides A, B, and G with satellite members J, F and I. The other clique was led by I and D (although, as seen above, I indicated a desire to be attached to the other group). Aides E and C chose to be part of the latter group.

Aides A, B, G, D and I received almost all of the "friend" votes cast. Aides C, E, F, H, and J were almost completely excluded in the choice of friends. Aides A, B, and G had known each other prior to their involvement in the project and as the program developed this triad became more firmly entrenched as *the leaders* of the group. Impressions gained from tapes of group meetings indicate that A, B, and G were primarily responsible for establishing norms of acceptable and unacceptable behavior in the group sessions.

Two months later A, B, and G were still clearly the dominant clique. Aide B emerged as the most influential member of the group (receiving a high of 6 votes), whereas A's leadership declined. Aide G received the same number of votes near the end of the program that he garnered at the beginning of the program, with only the minor change that he picked up the vote of Aide E and was no longer the choice of Aide F on the last ballot.

Aide D, who had allied herself initially with I, transferred allegiance to the A-B-G group and in the process developed a close personal alliance with B. This B-D relationship further complicated the group interaction and efforts towards greater cohesiveness.

In summary, then, the sociometric data present the picture of a relatively invariant group structure, and the existence of a dominant clique which remained unchanged throughout the program. Both these features presented perhaps the greatest problem to meaningful group process. Those who were "social isolates" at the beginning of the program remained very much the same throughout, with tape recordings of the group sessions clearly substantiating that they were often subject to the discipline and verbal attack of the dominant clique.

Of particular interest is the fact that the members of this dominant clique insisted upon female submissiveness. When this issue was presented to the group and interpreted to them as unacceptable and particularly inappropriate in human service work, Aide A responded by saying, "That's the way life is in the streets." The powerful hold that A, B, and G had on the group kept the girls (D, F and J) in a precarious position. In some ways this might have been reinforced by the staff leader who, being male, was perceived to be allied with the dominant faction. In both th[illegible]t and last ballots, the girls in the group received [illegible] votes than they would have obtained by chance alone (four in place of an expected six choices).

The dominant clique worked against true group synthesis and acted to prevent attachment of C, E, H, I and J to the group. Aide J, in particular, presented a difficult problem. Excluded from the primary decision makers in the group, she remained remote and essentially uncommunicative throughout, although slowly gaining confidence in her specific job assignment. Aide F, on the other hand, because of an inability to gain status and respect in the group, made efforts to develop liaison with other members of the research team at Howard University. When these overtures met with acceptance, Aide F became increasingly attached to the research unit, and showed less identification with the group.

CHAPTER SEVEN

Comments of Aides on the Program

At the completion of the three month training period, the Aides were asked to write or volunteer their opinions of the program. They were told these might be as critical as they wanted, and were encouraged to offer ideas and suggestions for improvement of the program.

Seven of the ten responded during the next few months, and their opinions are presented here. They are a valuable addition to any overall assessment of the project, as well as lending important insights into the impact of this type of approach on the youth. In particular, they highlight the discrepancies that may arise between, on the one hand, the professionals' notions of what these youth "need," how they should be handled, and what they should be taught, and, on the other, the way the youth look upon and react to these efforts. Moreover, they underline the central importance of the need to provide opportunities for the youth to exercise their own initiative and prove their competence, rather than only passively carry out the orders, regulations and programs of others. These comments also reflect the thought processes of the youth and their ability to express themselves.

The Aides' written presentations have been only minimally edited, with information added occasionally in parentheses to provide clarification where necessary.

Aide B

I think this program is a real big success. Better than any program I know and been in. First I will talk about my interview. It was rather funny in the sense of the word, because it was my first one. Shocking in a way, but interesting to me. Interviewing to me was very nice and was interesting to know how to do it, and what to say at the proper time and how to say it. Although I will say I gave the interviewer trouble, when he asked me a question. Not meanfully, but it happen.

Core (the Core program) was nice as far as trying to get a group going or getting them to understand one another, but for personal problems no. Core during the first two or three weeks were not too hard. But then things became dull, from a lack of things to talk about. It should have been planned from the beginning. Core just gets boresome after a while of things not planned, and talking about anything that is mentioned in the group. Core was bad too because of one person trying to debate the other.

The money was worth while; but hard, the first weeks was hard to come, and when the money came it was gone before I got it. I had things to do, so that's what made it hard for me. But it was fair, although the money wasn't on time. Because of my previous education I couldn't ask for no more than what I had. But as things went on money came to be obvious. Things went from better to worse but I still tried.

The job was fine, and the training was too. Being on these jobs was good, as far as one going bad and then going to the other. I think this was very smart thinking because of our education, and background of previous experience on other jobs. Then too it gave some of us a choice. Trying to make no one feel bad about what job they had, and was going to be prepared for in the future. Training also led us to education in some fields, like "Recreation" and "Research," but anyway this became educational.

Trained as a recreation leader, I had about 10 boys to start with, ranging from 10 years to 13 years in age. Ending with a total of about 20, which was recruited by myself and my supervisor. Recruit: Going out into the community and getting boys. Bad or good or troublesome boys or house boys who stay around the house. Others was assigned from the night group, which was every Thursday, led by (two paid youth leaders at Baker's Dozen). Which from my own opinion they wasn't doing a good job, so therefore I had a good chance of getting with the boys.

First I planned a schedule for a complete month of activities, which I knew would please them very much, because the other leaders, to me, kept the boys on a one-track basis. So I felt that they needed more and something different for a change. Indoor activities was no problem; really there wasn't any outside, either. The only thing that I didn't want to do was start liking one boy better than I do the others and like a fool, let them know it. (They're) doing fine in activities such as baseball, basketball, trips, and indoor games.

Now after this I have won all confidence. Moving on and on with my schedule each month of more exciting activities. Not to keep them on one thing too long, or do the same thing too often. For me this job was a really big thing, because I had a job I liked, and I can enjoy doing as well as being with them.

My boys mostly came from the same area of living. I think within myself I have made success in this area, hoping they will look up to what I have told and taught them. "For Better or For Worse."

My supervisor wasn't a nice person to get along with if you know how to make friends, you know what I mean. But I didn't have any trouble with him directly. The only trouble (with him) was time, and little things such as: the key wasn't on the nail where it belongs; but otherwise than things of this kind, I got along fine with all my supervisors.

Aide C

On April 6, 1964, 20 dropouts entered Baker's Dozen for an interview for a job. Out of the 20, 10 were selected by a flip of the coin for the job. The interviews were very personal which I, for one, did not like but in order to get the job I answered them with dislike. Either they must have liked what I said or I caught a lucky break, as one of my fellow co-workers would say.

My job in the experiment was to teach recreation, as best I knew how with the help of my supervisor which I did. For six weeks we had Core everyday which did not appeal to me, not much that is, or anyone else from the opinion I got from them. Some days Core was good because we learned from it, we talked out problems and we helped each other. Then some days it was a bore, really a bore because there was confusion and arguing. Some days there was really nothing to talk about and some became lazy, lying on the table going to sleep.

One day we decided to form a club, which we almost did. We elected officers, we discussed the things we were going to do and how we would help each other in the club. We called the club the C.A.R.R.D.S. which we got the name from the different positions we were in. The club would have been a success if we had stuck with it, but again there was confusion in paying dues and people backing out of the club until those who wanted the club backed out too. Several times we started to form the club over without success. Then the problems came when people stayed off without calling in with a reasonable excuse. This was never solved really, but we discussed it and came to a solution which we followed.

The problem of the money came — the biggest problem of them all. The inefficiency of the University's personnel, or they just didn't care about whether we got our money or not. This happened several times until one time we were going to take drastic measures by picketing the University. We knew we could lose our jobs behind it, but we were going to do it anyway until (the administrative director) assured us we were going to get our money later that evening. From my opinion we only function as a group of ten when there is only an emergency. Afterwards, the money came regularly.

The program as a whole is good for us because we get a chance to show our ability to do a job some people think we cannot do. We had to prove ourselves, to be trusted at all times and not spied on, to do whatever is put before us no matter how hard or difficult it is to the best of our ability and knowledge. The experiment has proven to be very effective in the life of a dropout and that it can be done. By the results of the experiment today we all are on jobs as of now.

The day came to meet the groups (this refers to recreation groups led by the 4 Aides assigned to Recreation). Everyone had a complete group except me. The members found out about this by solicitation in the street. The following week boys were recruited by other members of my group. I had nine boys in my group, ages 9 to 13. These boys were very active and a little hostile except for a few. But they respected me and my authority over them in spite of my youngness to them which they reminded me of many times. They respected everyone in Baker's Dozen. Some were mannerable and some were not; those I recognized I spoke to.

Then (the recreation supervisor) told me I had to bring my group to the same total as the other groups. I told my boys and they recruited about 14 boys which were very much different from themselves. Their ages ranged from about 13 to 15. They were very highly active, very hostile, used bad language, and fought a great deal. This I found out as the weeks went by. They began to show aggressiveness and emotional problems. But I coped with them to the best of my ability and with the help of my supervisor.

The boys seemed to be interested in baseball. So the groups in Baker's Dozen formed teams. The "Pirates" was the name of my team. For some reason the attendance of my group was dropping. I had a slight reason why but I was not sure. At one game the boys were going to fight but I broke it up before it started. It was over something that had happened during the weekend. At another game a fight broke out and I was talking to one of the directors about the game. By the time I got there they had the boy by a car beating him. I stopped them and took them home. It was hard but two of the boys helped me. I took them to Baker's Dozen. There we had a meeting about what had happened and they told me about it. I then told them that fighting was no solution to the problem. They listened to me and it went in one ear and out the other. Afterwards a parents of one of the boys came to see me and I told her what had happened. She then told me she was going to one of my boy's parents. But nothing ever became of that to my knowledge.

At one game before the game started I was working over New York Avenue Playground and the director gave me some cake and cookies. My boys were waiting when I came out and they crowded around me like dogs. I became very angry toward them and showed it by my reactions. I then began to holler at them using profane language, because of the way they were acting over a few pieces of cake. One of the boys knocked my hat off my head. I then turned toward him and asked him why he did that. He shouted and said, "I didn't do that." I knew he did and he then asked me did I want to fight. I started toward him with aggressiveness to his reply and then stopped and thought how I was playing into his hands and doing just what he wanted all the time and how I could lose my job behind it all. Later after the game I talked the problem over with my supervisor. He was to talk to the boy later that week after his appointment with (his supervisor).

After the game I took the boys to Baker's Dozen for a talk and to suspend some of the members although the attendance was falling. I did suspend some for their behavior on the playground that day and for some of things they were doing all along. I talked to (the recreation supervisor) about the attendance of the groups and he said maybe it was because of my reaction toward the group. I then told him how I thought it was. I told him that the older boys in the group have an influence on the young boys, and that the environment they came from they were use to doing what they wanted, not what's best for them. You can have a million right things for them to do and places for them to go, but they still would not do them because they knew what was right and what they wanted to do. In order to help them you would have to go at it slow and let them come around to what you put forth for them. In due time you can help them all. My supervisor and I could never get the understanding of that. At least he couldn't.

Before I really could fulfill my plans or at least try to fulfill them, we were taken from Baker's Dozen. From my opinion this was wrong because you will not help the boys because you were really putting them back into what we were trying to get them out of slowly. I hated to leave that job because I knew what they were going back to.

My opinion of my experience with my supervisor is that he was an alright guy, but we could not see eye to eye on things.

The program here at the University is okay, and I enjoy the work when it's not boring by doing the same things over and over again. I enjoy working with my fellow co-workers and the staff also.

But I enjoyed working at Baker's Dozen too, working with the boys. They were hard headed, unpredictable, unmannerable at times but I still enjoyed working with them and trying to help them as much as I knew how and to the best of my ability. I would do it again if anyway possible.

Aide D

Finding that I had to have an oral interview bothered me none in the least. The day of the interview I arrived, just a little early. I was asked to fill out some kind of form, after this was completed, I was asked to wait a few minutes more. The Core leader took me to the second floor and there I had an interview with (the research director). He was putting me at ease by saying, say whatever you want. I immediately withdrew myself, I became alarmed. I thought, suppose I say something that's not on the program. Right a way my code of defense became evident. His questions were answered in a round about way, and the real answers never came to light until a few weeks later. After the interview, I was told to return again the following Friday.

Before going further, let me go into the interview briefly. First, you were to talk about your childhood, your association with your family, your participation in school, religion, leisure activities, etc. At the conclusion, you were asked, "What do you want most of all?" My reply, "A job."

The Thursday I came for the physical, imagine my surprise at finding several others there, besides myself. My first thought was that I was too early; then I thought that they were there for interviews. Later, I found out through a friend that we all were waiting for the same thing. We all waited around for an hour, then they said, "the physical is to be conducted through Freedman's (hospital)." Here I was with just carfare back home, wondering how was I going to get to the hospital. (A member of the Baker's Dozen staff) took the girls, while the fellows walked in the rain. The hospital as usual was jammed, we stayed in Receiving for forty-five minutes or more. Then we were taken to the examining room. There was nineteen of us in all.

My first impulse was to forego the examination because the week before, I was suffering from acute tonsilitis. My tonsils hadn't cleared and I knew this. When my turn came, I went in the room with doubt. To myself, I kept saying, "No job for you." The doctor examined me and I thought he had forgotten my throat but he remembered at the last minute. He said that they were nasty, but that I could work. I insisted that he write this on my physical record. After we completed our physical (the core leader) told us that we would be notified the following day, if we were selected. I waited with anticipation all of Friday, then in the afternoon, I was notified that I was chosen.

On Monday, I was at Baker's Dozen fairly early but then seven others were ahead of me. We spent until Wednesday getting acquainted. We played games, talked about our working experiences, etc. Wednesday, we started our training of the different jobs. They were Research, Day Care and Recreation. From Wednesday to Friday, we went through the Research part. In there we learned the usages of Research, kinds of research, the use of calculators and we went to the Data Processing Office. Here we saw how IBM machines were operated, and how they saved time and space.

Monday my group was at Friendship House. Here we were taught to understand the small children and to see how they participated in their games. Thursday to the following Monday, I was at Baker's Dozen. Here we were taught recreation. (The recreation supervisor) taught us games to teach kids, and we had an exam on the definition and examples of Social Group work. At the completion of the first 3 weeks, were given our jobs. I was selected for the Research division. From the beginning, I wanted this, I'm sure everyone received the message. The beginning, I did a little bit of everything for everyone, the (research director) taught (another Aide) and myself about correlations. Each week, it was up to us to make up new information sheets. I ran into some difficulty along the line of the questionnaires. One of my co-workers disagreed with the contents of one of the questionnaires. I became upset, when time came for us to go home, I left and didn't return until the next Monday. Now, as I look back I see that this was irresponsible, immature and several other things of me. My whole problem throughout the program was being understood. Had I not had so much opposition at first, my attendance and performance would have been better.

They say, "money is the root of all evil;" I never received that much of it to think (of it) as such. We were docked terribly for some of the silliest of reasons. If I had to do it again, I'd raise some issues on this point. All of my problems dealt with attendance and money. Attendance being first and foremost. If they didn't ride me so hard, I wouldn't be so indifferent. I detest the thought that I can go home to my mother when things get rough. This fact has been played up too much for my good. I have heard people say, "Pressure builds Character." Pressure does nothing to me but help me make more mistakes. Getting back to the question, "How do I feel about the project," I would like to express myself thus; money being as it is, should be received on time; there should have been more apprentice participation at Core.

The program was worth my time because I learned a few things, I could have learned more but I didn't. Nothing is ever perfect.

Aide E

I have worked on all three of the programs, but the one that I worked on and liked the best was Day Care.

In Recreation, I learned many things like setting up tournaments, keeping scores of different games, and learning responsibilities of things. Like when things go out, make sure that they are returned. You also have to learn how to acquaint yourself with other people, although that is in most every way you know.

In Day Care, I have learned many ways of handling kids. I also have learned how to cope with kids with home problems, shy, the ones that don't talk very much, the ones that get along with the rest of the group, how to play or what to play with on a rainy day. In working with small kids you should know their backgrounds, like where they come from, where did their parents come from, what do their parents do, are they living with their mother and father, or are they staying with their mother alone, or with their father alone, whether they were born in the District or elsewhere, what kind of environment did they come up in, what kind of environment do they live in now? There are many things you have to learn about a child, after you find out their background you should observe the child well.

You have to learn how to talk to a child, and what to say to them, and how to say it. You should learn how to firm grip a child and you will have to learn when to give a child a lot of attention and find out whether he or she really needs it, or whether they just trying to get it whenever they feel like it; you can't give all of your attention to one child; it is all right to play with the kids but you must let them know that you are the teacher, and they must stay in their class and you in yours.

In research, I did not stay in research very long, just during the training period, but in research I learned how to use a calculator, the adding machine, how to deal with the odds, how to use a tape recorder, how to interview people, and what to do with it after you have recorded it.

Some of the reasons why I like Day Care, being with small kids and on the other hand working, it gave me some kind of feeling; watching and playing with them makes me think of my past, of some of the things or chances that I did not have when I was coming up. Sometimes while you are playing with the kids you let yourself get carried away, you think of some of the ~~things that~~ you missed when you were coming up. And then you get hold of yourself, and remember that you have a job to do, for I say to those that do not work in Day Care or don't like to work in it they don't know what they are missing. I think that it would be better if more men were teaching in Day Care Centers.

The first six weeks of the program, we had a three hour a day meeting, this meeting was called Core. In Core we talked about our jobs, our problems. When I came into the program it seemed like it was a problem; maybe it was a problem to them (the group members), but to myself, it was not what you may call a problem. I would say that it was self-experience on my own, working with people which I have never seen before doing the kind of work I never did before. It seemed kind of hard but after I caught on it wasn't hard, seems like they were trying to find out what kind of person I was, but if I have to say it myself it is very hard to determine; in a way I would say that I grew up in a world of my own. When they were trying to determine what kind of person I was, or what I was like, I was doing likewise to them, I believe that is where the problem came in at. But it was solved between the ten apprentices and (one of the group leaders). I know that some of us grew up the hard way or some came up easy way, but it seems like mine was the hardest, if I told you the way that I came up you won't believe it, but ever since I got this job I have learned and enjoyed every day of it.

Aide F

The program itself is one of the most outstanding projects I have ever beeen in so far. I really feel that I have something to look forward to, a higher paying job, due to the increase in my education, which I hope to continue. Being able to help and meet new people. Rendering my service to anyone who asks for, or needs them, working around understanding and good-humored people. This is one of the most important points of working in an office, having a good relation with the people with whom you work. By this I mean, not so much personal contact, but being able to understand one another.

My greatest enjoyment in this job is working at Howard University. I seem to learn something new, every day. Maybe they are things that I already know, but just needed a little refreshing. I often think about telling people about this program. I also think about asking some of my friends to come into this program. Unfortunately, it would take some time before they would be able to come into here. Some of my friends would probably lose interest, and it would be some that wouldn't.

Let me carry you to the heart of this program and exert myself a little, by telling about core. Core is a group meeting, that we all attend. I would like to emphasize on you the importance of our core meeting. If it wasn't for core, I don't think that I would have been able to undergo the pressure that was put upon me by the group. When I talk about pressure, I don't mean that it was harmful, what I mean is, that I was playing two parts, in the group. One, I was a member of the group; two, I was a Research Aide, so that meant that I was asked to write reports on them as part of my training. Because of this it seems as if I was being pushed out of the group. I found out that wasn't really true. It was just that they didn't like the idea of me or the other Research Aide to write reports on them. That we were in the same boat as far as jobs were concerned. Also they had no idea of what I was doing with the information that I was getting. After finding out, they seemed to be more understanding toward my work, and me. I had the opportunity to overcome some of my problems, I had a chance to get to know them and (they to) understand me. We had many problems in and around the group, and we didn't always work them out, but we had a chance to try. We had a chance to become men and women. I think that this is an important factor. Core played a very outstanding part in the moving of this program. Some of our core meetings were not always happy because we often had word-to-word combat, and along with that we had some feeling toward each other.

Now I would like to tell you a little about my job. I am working at the University as a Research Aide. I have been working here for about five months. When I first started to work, I didn't think that I could do it; 1) It was in my mind that it will be harder for me because I was not a really good speller and I also couldn't write that well and 2) I wasn't sure that I had the things that I would need to make a good researcher, but I was willing to try. As I went along, I found out that I could do it. My spelling was improving because of writing up reports and also my writing was reasonable. One thing that I was showed how to do was to correlate some code sheets; this was not hard, once you get the hang of it all. Oh, yes! I learned how to type better.

Aide H

The program at Baker's Dozen Youth Center was the first program of this type that I have ever experienced. I think it was very thoughtful of the organizer to think of helping us. However I believe they should have done this before, then there wouldn't have been so many teenagers going around stealing the way they did.

To start off with this section. Being interviewed was alright because they had to find out about job experiences but that wasn't concerning with the jobs we were about to work on. Also they didn't have to ask questions about whether a boy had a girlfriend or if a girl had a boyfriend. Also if you drink, where are the places you go and what. Those questions that weren't pertaining to helping us get the job, which they were to give us. And asking questions like that just to be asking needn't be asked if not for a reason.

The physical which we had to have was fine to let people know the conditions of their body. Whether it's good or bad health condition. Also they didn't have to flip a coin to select people if they did that. That's what they said they did.

To begin with Core (the daily Core Group sessions). To be able to sit down and talk things over was alright. Having it everyday for the first week was okay, so we could get familiar with the group. But after that we did not have to have it so much. But it did solve some problems, like for me for instance when I went to the hospital, when Aide D stayed off for three days, when Aide E couldn't get along with his mother, the recreation people when they couldn't get along with (their supervisor) and other things. Core was good and at times it was very boring also.

Well as far as the jobs were distributed everyone just about got the jobs that they felt they could do best in. My job as a day care aide was fine at times. For one thing that I disapproved was that when it was too hot we couldn't stay inside where it was cool. You had to go outside whether you liked it or not. One or two of the teachers would tell you to take care or watch the children while they were inside blahing and gabbing and you out here watching 2 or 3 groups with just 2 aides out there to watch. Two aides couldn't keep tail of 30 or 40 kids at once. One I did enjoy was (the day care supervisor's) teaching on how to be a day care teacher. How to talk to them and read, learn them games and so on. One of my favorite little nursery kids was K.B. She was the littlest girl in the whole building. She was only two years of age at the time I was there but now she is 3. K.B. was a little kind of sophisticated girl for her age. Some things she did with the group and some things she didn't do with the group. She ate very little at times and at times you couldn't stop her. This kid was in the nursery class. I seemed to have gotten along with all the kids with the exception of about 1 or 2 but they weren't in nursery. But working down there was a good experience for those who have children. In other words you should teach your child how to get along with other kids. In order to teach them that you should send them to a day care center if you can afford it. It would be a very nice experience for the kid to start off at the age of about 3 years of age. They can learn how to play, sing and go to the toilet if necessary.

Now as far as the money is concerned it's real good for the amount they were giving us. But to hold back the money after we had worked for it was not at all fair. Not saying that it was Baker's Dozen fault but the university is supposed to work up to their standards as we have done.Because some had to pay rent, some had to buy food, and as for myself I had to pay my babysitter and buy my baby something also. So the money was alright on my part with just that one incident.

The program to my knowledge was alright with some differences until when the money ran out. I think that it would have been a real fine organization and would have been some thing real nice for school dropouts. And maybe advise someone that school dropouts can do something for their community just as others.

Aide I

When I first read about the program in the paper, I said to myself "this is a chance for me to get a job in Recreation without going to college." Usually you would have to have a year's college to get into the Recreation Department. So after about two weeks of looking for a job, I was called down to Baker's Dozen for an interview with (the Core Group leader). He explained that there were others in front of me and that who ever got chosen will be by "chance." Then he asked me if I wanted to try it. I told him, yes. After the interview we were then called by telephone to take a physical at Freedman's Hospital. Some of the cnadidates were eliminated by being unfit or having some kind of physical defect. The next week I received a phone call stating that I was chosen. I was very impressed by my chance of luck. After reporting at Baker's Dozen that Monday, there I had a chance to meet the other nine that were chosen along with me, most of them, I'd known in the past. After the opening introduction we were oriented the first three weeks. There were three fields of work we could choose from; Day Care, Research and Recreation. First, we were shown some of the work in Research. We were shown how to record data on cards. I was most impressed. This made me want to change my mind and go into Research instead of Recreation. After a week of learning about Research we then alternated learning in Day Care and Recreation, by that I mean that one day we are in Recreation and the next we were over in Day Care. In Day Care we were taught how children were taken care of while their parents were at work. This kind of work was alright but I didn't like it that much so I had two choices in my mind: Research and Recreation. In Recreation, we were instructed by (the recreation supervisor) who didn't know a thing about Recreation. All he knew was what he read out of a book, from the start I knew me and him wouldn't get along. While all of the moving back and forth from place to place for three weeks was going on we had to fill out research slips on different areas, which I think was ridiculous, the reason I say this is that on the blank they had questions pertaining to the three different jobs, and we had to put in who we thought was best suited for one of the three particular jobs. Like I said I had two choices so after three weeks of this we were then told where we were going to be. Well, I knew where I was going to be. Yep, in Recreation. And guess who my "boss" was (the recreation supervisor).

He seemed all right at first but he had gone over the top of his.head when he started talking. First, fifty cents out of our pay for being ten minutes late when we were allowed fifteen minutes. Second making us stay, when he knew we weren't getting paid overtime to finish doing something that I thought was not that important in the first place. But I didn't complain, I just did my work.

Then along came "Core Meetings." My definition of a place where one comes to discuss his problems. It was all right in the beginning, I was getting something out of Core, and giving Core some of my ideas, things were going along okay, then one of the Core members was talking, and if what he said didn't sound right then three or four would jump on the person and cut him up with words. The Core leader was too scared to do anything about it at the time and most of the boys knew it. That was one mistake, for (the Core leader) to let the boys know that he was scared of them. Although I was, and knew it, the one that was capable of taking over the group, I didn't try to. This is the real reason, I went into "retirement," as (the research director) calls it. Ever since Core meeting started, I was trying to always do something to help it if the other's was listening to me instead of (the Core leader). When he told me that I was trying to take the group over, this made me mad, so I started "gritting," (remaining close-mouthed). I was determined to "grit" through the whole Core program until one day (the recreation supervisor) told (the Core leader) that I gritted on him one day. Then (the Core leader) called me in and told me that if I didn't start talking more in the meetings he was going to fire me. I didn't want to lose my job after coming all that way. So I choose to talk more. But, that still didn't prove nothing. While I was gritting three other members of the Core group took over and (the Core leader) was very happy then, because he figured that with these three he could get the other six in the group and let me be the outsider. But this didn't hurt me. I still did my work. So (the Core leader) and his three leaders caused nothing but more problems instead of results. As time went by we were receiving visitors from various places, but it seemed like everytime we did get an important person visiting us none of the other nine seemed to find anything to say to the person with the exception of (another aide). Between the two of us we have done more good than harm in all the

Core meetings. Why, I didn't say nothing in Core was because they weren't talking about anything, and if you told nine people that they are not saying anything that is important, they would think that you were crazy. So I would rather keep quiet and keep them thinking rather than to keep talking and make them think that I was crazy for telling them "keep quite," or "say something that makes sense."

As time went by we, (the Recreation Aides) were then told that we had to go out in the neighborhood and get a group. So, I did, I established a group of twenty-two boys, had them elect officers and then set up a program for them. My boys ranged (in age) from 8 to 16. I had very little problem with them and they were very cooperative with me. I learned all of their names, their family history, knew their parents real well, and most of all won their confidence in me. My group was very energetic, they always wanted to do something. We established a good relationship with the D. C. Recreation Department. I entered my boys in the track meet at (a local playground) and were most successful. We finished second out of a field of twenty playgrounds and in Softball we won the regional finals and finished third in the City finals. In swimming, five of my boys won gold medals, three won trophys and six won ribbons in various swim meets in the City and in Baltimore.

After completing a successful summer with the boys, the ten of us was told that funds (for the Aide project) had run out and they couldn't keep us any longer. This was a very bad blow to me and the boys. I didn't know what to do then. I didn't know whether to quit then or hang on to see just what would happen. So I hung on. Luckily (the Center for Youth and Community Studies) came through with new jobs. Again we had a choice, but this time instead of taking Recreation, which was one of the choices, I chose Community Organization. But there was a set back in that they couldn't find a location and funds hadn't come through. So that was out. Then came another job working on (another) project. I said to myself I might as well try that until something better comes through so I am doing follow-up work (on draft rejectees) and needless to say enjoying every bit of it. As far as the program is concerned it was very helpful to me in many ways, it helped me to stand up on my feet when the chips were down. It taught me to take new responsibilities and finally learned that there are people who could help you. Now, if I was running the program the things that I would change in it would be:

1. Core Meeting: instead of twice, onee a week.

2. I would pick the one that is more qualified and fit the job more, instead of picking out of the hat.

3. The way I would go about picking, instead of putting on a piece of paper for others to pick who they think is better qualified for a particular job, I would let each try to do the job and then let the one who is going to train the individual on the job (do the picking). Because that way there will be no squalking about the kind of job each individual wanted in the first place. I wouldn't let (the Core leader) or (the recreation supervisor) handle the program because in the first place (the Core leader) let it be known that he was scared of most of the boys and that could have ruined the program, and (the recreation supervisor) didn't know anything about Recreation, so he couldn't have taught us anything, and I don't think that he should have been chosen to serve the program in the first place. As far as the other staff members are concerned, I think they were all right. This concludes my impression of the program.

CHAPTER EIGHT

Summary, Conclusions and Significance

At this point, there are three major areas which merit consideration: 1) the positive results of this initial project; 2) the negative findings, the problems and the questions that can be posed for further exploration; and 3) the potential significance of both the above for effective and economical further development of the New Careers program.

Results

Perhaps the most impressive finding of the project was the ability of all the youth to perform the duties demanded of them. There was no appreciable distinction among any of the youth on this score, a finding which should warn program persons against precluding youngsters from such programs on the basis of past records or accomplishments alone. Moreover, all ten youths remained in the program for its full duration, and with one minor exception stayed out of trouble with the law during that time--this in spite of the fact that the group contained a number of "hard-core" or "high-risk" youth. Ten months after the beginning of training, nine were employed full-time in Aide positions, with four actively working toward completion of high school requirements.

Secondly, a potentially effective training model was identified and defined. This model stressed: 1) creation and definition of non-professional aide positions in three human service areas; 2) a regular Core Group focusing on interpersonal, social and job-related problems and skills, as well as on the development of group loyalty and indentity; 3) supervised on-the-job training which increased proportionately through the program; and 4) regular instruction in specialty fields and remedial work. In addition, the program made a start in orienting and training professionals to function effectively in providing on-the-job training and supervision for youth in these roles.

First steps were also taken in the key task of institutionalizing the Aide positions in community institutions. Some of these negotiations and agreements have already been mentioned.

At the time of this writing, ten young people have completed their training as aides for the first five pre-school centers of the Washington Inner City Model School System demonstration project (United Planning Organization - D. C. School System). Regular staff positions have been provided for them in the budgets of these centers, and an on-going orientation program developed for the teachers who work with them. The training model was also applied to the preparation of indigenous community workers to staff the three neighborhood development centers of the United Planning Organization. Additional Aide positions have been defined and agreed upon for the D. C. Recreation Department, the D. C. Public School System, the Department of Welfare, the neighborhood law centers, and the research division of the United Planning Organization.

Problems and Further Questions

Perhaps one criterion for the effectiveness of an exploratory demonstration is the extent to which it raises new and pertinent questions. On this basis, the Community Apprentices Demonstration Project can be judged singularly successful in the newly defined issues that now require further investigation. Some of the more central ones are presented below under headings of major problem areas.

Motivation and "Holding Power"

The fact that all the youth remained in the program was something of an unexpected occurrence. The hold of the program on the youth could not, with certainty, be attributed to any one feature of the project. The "success" may have been due to: 1) the nature of the tasks in human services the Aides were given the chance to perform; 2) the particular "charisma" of several dynamic and dedicated staff workers associated with the program; 3) the novel, Hawthorne-like effect of a program offering something new and different; 4) the opportunity afforded the Aides in the group to determine policy and other significant features of "group-training"; 5) the interest and attention paid the youth by a large staff and important figures in the community; and 6) the interpretation of the program as significant not only for them but for other youth like them. Only more extensive data based on control groups and various comparisons can begin to determine which factor or combination of factors functions best in stimulating and maintaining the youth in the program. Further, periodic follow-up studies, of longer periods than the ten months now completed, are required to study and validate the effects of such programs over time.

Changes in the Youth

What is the full extent of the personal, social and behavioral changes that do or do not take place in these youth? Initial impressions suggest that this type of program can serve as an effective rehabilitative and therapeutic tool for adolescents with histories of delinquency and other psychosocial problems, and a preventive for youth prone to such problems. There is a hidden question here of great potential significance to a theory of mental health intervention and psychotherapy. An important basis for much of contemporary psychotherapy is the goal of behavioral change through the medium of verbal discussion with resultant insight, followed by intrapsychic changes which, in turn, make possible changes in behavior. On the other hand, there is an alternative hypothesis implicit in the program described in this report. It is suggested that by placing the youth in a new and realistic psychosocial context, one which provides the opportunity for, supports, and rewards significant behavioral change vis-a-vis other persons and themselves from the start, lasting "intrapsychic" changes can be brought about. The "therapeutic process" essentially focuses around ego issues involving identity, the relationship of the individual and group to meaningful work, a stake in the social system, and that other hallmark of adolescence--"action."

The preliminary results of the project offer tentative support to this hypothesis. Further and more careful substantiation, however, is of obvious importance to the development of effective therapeutic methods for youth of diverse backgrounds, as well as for community mental health programs. A validation will necessitate the measurement of change attributable to the program, cognitive functioning, attitudes toward self and society, impulse control, other "criteria" of psychosocial development and the persistence of these variables over time. Congruently, future research on on-going field training programs of the type described might become an important alternative resource for the study of learning, perception, moral judgment, decision-making, and other basic psychological processes now studied almost exclusively in the sequestered atmosphere of university laboratories.

Group Formation and the Training Model

The program did fail in one of its stated objectives: a truly effective group--one that could function on its own, lend on-going support to its members, and serve as a vehicle for decision-making and norm-setting--was not formed. Possibly as a result, many members maintained only marginal relationships with one another, and the group essentially dissolved at the end of the training period. This fact leaves many questions unanswered as to the relevance of group process, decision-making, and control for influencing individual behavior, change of values, and learning, and whether or not these effects persist. It also poses the problem of whether or not group formation and identity of the type ideally described elsewhere in this report are crucial factors for the goals outlined for the youth, and whether or not they can be developed without more of a sharply defined "cause" or "conflict."

The development of an optimum training model is an area the surface of which has hardly been scratched. The choice of a three-month period of intensive training was an arbitrary one, with no real evidence to show what length of time is the most effective. Nor is there any clear indication of how much time or follow-up is necessary for specialized training and on-the-job experience, given varying requirements for a variety of Aide positions. The problem of individual differences in assimilating knowledge and reaching appropriate levels of performance has also not been explored.

Then, too, this program placed heavy emphasis, through the core curriculum, on knowledge of the community and basic skills and material common to all areas of human services. This was done, among other reasons, to permit the Aides easy access to areas of human service work other than the ones they were specifically trained for. In this way it was felt the youth would not be "locked into" one field or position, and would be able to explore a variety of fields and shift readily to meet changing demands of the job market. This is a supposition, however, that needs a great deal of further investigation.

The training experience also suggests that remedial work can be effectively accomplished in a group context, particularly when it is central to the needs of meaningful jobs and career possibilities. This is a crucial area for exploration, since it involves a "new look" in the approach to drop-outs, work-study programs, and high school equivalency. It also underlines the need to explore with community educational institutions ways of incorporating such training programs in the schools as well as ways of providing youth the realizable opportunity to move on to advanced training beyond high school.

Leadership

This initial venture utilized a young professional male social worker as the group leader. He had not done this kind of work before. The personal and interpersonal difficulties he encountered in attempting to fill this role, and the things he learned in the process, are part of another broad area of concern.

Such concern ranges from the need to delineate the kind of training that might best prepare someone for this type of youth leadership to the question of what personal characteristics make an effective youth leader.

The question has been raised whether competence in group leadership is highly correlated with educational background. It has been suggested that non-professionals who have shown leadership capacity or are familiar with the backgrounds of the youth can be trained to become counselors or trainers. The Center is about to mount a large demonstration program that will make maximum use of such non-professional leaders, with "professionals" acting mainly in teaching, supervisory and consultative capacities. Any such program does, however, raise a myriad of questions about the type of training, the role definition of supervisor and leader· models for supervision, job potential, and career lines for such youth leaders. More basically, it underlines the need to spell out carefully the functions of the youth leader in relation to the goals of the group and the training program.

Institutionalization

A number of the issues related to making Aide programs permanent part of "the establishment" have already been raised in Chapter Five. Many of these focus around the problems inherent in attempting to negotiate permanent institutional status for a demonstration program. Any such process requires significant changes in both the services offered and the structural organization of an institution. There is much to learn about the nature of these changes, the system stresses they produce, the antagonism and opposition they may raise, and the administrative and program mechanisms through which they can be most effectively channeled. (Such changes also have important implications for the role of the training agency that sets out to mount the program: how prepared is it to take on the additional tasks and roles that are needed to make the program something more permanent than a time-limited demonstration?)

Finally, after such institutionalization has taken place, there is the crucial question of how training opportunities can be developed so that Aides can advance to positions of greater responsibility, to supervisory, sub-professional and even professional status. This implies not just additional training programs, but institutional changes on a broad level of existing and planned public school and community college programs. Such thinking and planning is of obvious importance if the Aide position is not to become another occupational and social "dead-end."

The problems, issues and questions presented above do not exhaust all that have come up for discussion and consideration since the initial project was mounted. They are presented as much for guidance in the Center's developing further work and studies as they are for giving the reader an awareness of the complex parameters of this type of undertaking. There is much to learn, at a time when the full significance of all that has been learned is not yet clear.

Significance

It has been suggested that this program provides an effective method of psychosocial prevention and rehabilitation for disadvantaged youth. It seems to have even further implications for both the organization of the human service fields and the development of trained manpower for community action, community mental health and poverty programs, and public education.

CHAPTER NINE

Perspectives for the Future...

The rapidly expanding fields of human services offer many opportunities for the development of new careers beyond the three fields of research, recreation, and child care in which we began exploration. In a recent conference* at Howard University, this potential was outlined, and may be briefly considered at this point.

1. The field of public education presents perhaps the richest potential for new careers, both in part-time employment for students still enrolled in school and for those needing full-time work.[1] A crucial occupation suggested is that of teacher aide in the classroom, a position providing individual attention to students, tutorial and remedial help; supervising and handling audio-visual material; assisting the teacher in her clerical work; helping in arts and crafts, special projects, trips, and a variety of other tasks which would serve to enrich the curriculum, improve the quality of teaching, and help the teacher. A teacher aide would allow the teacher to amplify her effectiveness and to concentrate her efforts as a specialist rather than, as at present, spending most of her time doing things for which **she is** over-trained. Other aide positions can be developed in playground activities, use of technical and vocational equipment, science laboratory and demonstration, library, music and art, crafts, school health services, nutrition, health education, school administration, on-the-job supervision of younger part-time students employed in work-study programs, and case aides to help in work with problem families. In fact, as we consider the possibility of evolving the neighborhood school as a community center, a variety of additional needs for personnel emerge in adult education, old age clubs, voter education and the like.

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* "New Careers: Ways Out of Poverty for Disadvantaged Youth" (214 pp.). Edited by Fishman, Pearl, MacLennan, April 1965. Howard University Center for Youth and Community Studies, Washington, D. C.

[1] The newly passed bill for Federal Aid to Education offers a unique opportunity to build these roles into existing school systems.

The development of these new careers in kindergarten, elementary, junior high schools will have a significantly enriching effect on the quality of education, supplying an important reservoir of trained personnel at less long-term cost to the taxpayer. However, it is vital to have these jobs incorporated as an accepted part of the regular on-going table of organization, not as temporary make-work or as the most expendable item in the budget of the school board.

On a part-time basis, older students can be trained and employed as assistant teachers in lower grades. This opens an important new channel in education. If this kind of supervised on-the-job work is partly a training experience, it might be incorporated into an educational sequence in high school in education, child care, nursing, and the like, providing credit for the "field experience" as well as for seminars and courses focusing around it. Such a program would encourage students to stay in school, provide an alternate pathway to a diploma with preparation for desirable and realistic career lines and employment, and offer a more interesting, meaningful, and effective educational package for many youth. Learning through doing and while earning is an educational technique that has many advantages over more traditional classroom methods.

2. In the correctional field a number of trends have developed in the use of non-professionals. These include:

(a) Group counseling and milieu therapy. In California, the non-professional group counselor role has already been legitimized through the Civil Service under the title of Program Supervisor. This program enables persons who have not completed high school or equivalent formal education to move into activities involving counseling and milieu treatment. The California programs have also been experimenting with paid positions of social therapist and community self-study researcher filled by inmates in correctional institutions.

(b) The self-help program, with major benefits coming to the helper through his efforts to help others like himself, e.g., Alcoholics Anonymous, Synanon, and Lippitt's use of self-help careers in delinquency prevention.

(c) Systematic self-study and research. In California a major research operation in the correctional field has been staffed largely with non-professionals.

(d) Community involvement, i.e., community-based alternatives to institutionalization, where offenders have been used as sponsors, heads of families, or counselors in small community living units. Delinquent gang leaders are being used as paid aides in halfway houses, parole advisory boards, counseling programs, and correctional centers.

A variety of other aide roles appear feasible in residential institutions, pre- and post-release guidance and rehabilitation, probation, and other community-based alternatives to institutionalization.

3. In social work, there have been new areas of service developed utilizing "indigenous" workers (or "auxiliary personnel," as they are sometimes named). Some agencies have defined these workers as technicians, *i.e.*, persons with skills designed for specific purposes. In most social service settings where such non-professionals are used, this represents one major difference in role from the traditional social service "volunteer." A variety of non-professional roles have been suggested in the social welfare field. These include: a) aides in institutional care; b) foster care and group foster care; c) case aides; d) family counseling; e) case expediters (to help the client find his way through the labyrinth of welfare agencies in meeting his needs); f) vocational and employment counseling; g) group work; and h) multi-purpose neighborhood workers.

In social work, as in all other fields, guidelines must be established to assure the optimal use of the graduate professional social worker as specialist and supervisor. There is further need to appraise the knowledge and skills required for the various auxiliary positions that have been developed. But even beyond this, a major task remains in exploring and specifying new areas of service where untapped skills can be developed, and determining the extent to which the non-professional can be utilized in a variety of programs and settings.

The community action programs being developed to combat poverty and delinquency have been re-examining the goals and standard methods of neighborhood organization. This has led to the training and employment of residents of local disadvantaged areas as non-professional community organizers to work with others in their own neighborhoods, In the District of Columbia, Howard University[1] has trained and the United Planning Organization has employed a number of local residents as "neighborhood workers" or "organizers" to work out of the neighborhood development centers being set up in low-income areas. These workers will attempt to "organize" and coordinate services. At the same time they will organize the community so that local people may effectively help themselves, articulate their needs and utilize developing services.

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[1] Report on the "Training Program for Neighborhood Workers," Howard University Center for Youth and Community Studies, April 1965.

This concept has many obvious attractions, not the least of which is that it employs the poor to "organize" or "lead" the poor, providing "indigenous" leadership. However, there are a number of problems requiring solution as such programs are mounted. It is vital that job descriptions be carefully defined in this broad area, lest the worker and supervisor find themselves confused, floundering and disillusioned. "Organizing" is fine, but for what and how? Extensive definition is required of the community action operation (usually not a simple matter). The organizer, if he is to be effective, needs clearly defined goals. Another problem area is the effect on the self-image of this "local" worker and his contact with the local population as he begins to identify as a "professional" and with the "professional organization." Does he lose his effectiveness? As an employee, how far can and should he go in becoming identified with such activities as rent strikes, picketing, and other demonstrations?

Most importantly, where does the worker go when the community action demonstration program expires? Where can permanent positions be found? Demonstration funds can be used to introduce non-professionals into schools and health facilities and phase them into permanent positions. However, this is more difficult for the neighborhood worker who is not employed in a clearly defined permanent institution and for whom career lines are particularly vague.

4. The child care field is expanding rapidly in the face of needs created by high population mobility, the increased number of working mothers (who make up almost half of today's labor force), and the awareness of the importance of pre-school experience stimulated by the Federal anti-poverty program. New amendments to child welfare legislation in 1963 provided increased allocations in the States for day-care services. Large numbers of trained workers are needed to man existing and developing child care centers.

In past years in the United States, day care has been considered primarily a custodial service for children whose mothers must work. Consequently, the quality of the experience for the children has not been emphasized. Programs have been meager, and the staffs employed have largely been poorly paid and inadequately trained.

Recently, there has been a dramatic upsurge in the value placed on day-care, nursery school, and pre-school education as a means of providing a sound background for growth and learning.

Plans are being made for a radical expansion of services with the help of Federal and local funds. The lack of adequately trained staff, the low salary scales, and the dearth of channels for advancement within the profession consequently become critical problems.

The training and employment of child-care and pre-school aides is an appropriate way of adding staff. However, other problems must be tackled at the same time. Adding a new echelon creates the demand for training assistants and teachers. Education, in-service training, adequate salaries, and opportunities for advancement have to be provided if standards of service are to be improved and the aides accorded the supervision they require.

In addition to the Howard program, which provides personnel for the pre-school centers of the Model School System in the District of Columbia, a number of other demonstrations have been launched. These include the training of mothers for work in well-baby clinics at Children's Hospital, and the University of Georgia project, whose basic aims included the development of a course of instruction for child-care workers and the recruitment and training of teachers to offer this course in communities where the needs and demands for help are greatest.

5. In the field of mental health, there has been heavy support by professionals in fostering the use of non-professional workers; yet the professional tends to trust these personnel to perform only low-level tasks. In this context they are "safe" and not at all competitive.

However, experiences in the use of psychiatric aides at some institutions suggest a number of problems:

(a) The Aides come from varied backgrounds.

(b) Few want to make a career of being a psychiatric aide.

(c) They frequently leave without notice after short employment and move on to other types of work.

(d) A large proportion come from minority groups who have suffered from feelings of insecurity and inadequacy, powerlessness, distrust, and repressed hostility, feelings which are reinforced rather than alleviated in traditional institutional settings. They may see these jobs as undesirable alternatives because others are closed to them.

(e) They do not see any future or opportunity for advancement in this work.

Such experiences have suggested that the most meaningful learning for this group comes from experiential training, concrete demonstration, and active participation with professionals. The degree to which the psychiatric aide can function most successfully alongside the psychiatric nurse depends on the quality and quantity of the conferences and training exercises, the personality and motivation of the aide, the skill, creativity, and investment of the teacher, the democratization of the institutional community, and the flexibility and support of the institutional administration. Beyond this, however, the position must carry recognition, status and responsibility, and have built-in opportunities for advancement and career lines through additional training and responsibility.

At present, there appear to be two ways in which non-professionals are used in mental health: to provide a healing function and to provide a service function. The latter is typified by the non-professional union counselor, case-manager, or expediter. This role has possibilities particularly in the community mental health center, where it is important to provide a full continuum of services for the mentally ill, from case finding, through care and rehabilitation, to return to the community and follow-up. It is necessary to keep track of people referred for help, to see that they actually get help and that they do not get lost on waiting lists or tangled in bureaucratic red tape. The new directions being developed in community mental health programs on a State and community level call for re-orientation and coordination of health and welfare services across the board—comprehensive planning and coordination to meet the total problem. New workers will be needed on many levels. Such positions, suggested or under study, include work in case finding, data collection, family counseling, day and night treatment, rehabilitation and occupational therapy, vocational counseling, recreational therapy, group counseling and activity treatment for children, youth, adults and geriatric patients, research, mental health education, and a variety of others.

The development and structuring of the new community mental health centers provide the potential for a new approach to program planning by utilizing the non-professional in a variety of effective roles and building these roles into the permanent table of organization, with lines for advancement and in-service training.

Here, as in other areas, there is frequent concern for the use of non-professionals, particularly youth, with so-called "vulnerable" people. This concern seems based partly on tradition, partly on a lack of adequate and realistic job definition, and partly on a lack of good evaluation data on the entire service and treatment process. We lack adequate data on the abilities of the non-professional, the needs of clients or patients, and the effectiveness of various modes of treatment and service to make the categorical exclusions to which such "concerns" usually lead.

6. The health fields have had wide experience with the non- and sub-professional. There are many opportunities and facilities which could provide training for technicians and other assistants in the more than two hundred job categories which every sizeable hospital maintains. This number would be increased if positions could be redefined for greater efficiency, thus providing more jobs for more people and lightening the burden on already over-worked personnel. Much of the training for institutional work could be located within the health facilities themselves, since the personnel and apparatus needed in training are available there. Automation itself creates many new and interesting positions in the health services field and does not decrease the number of humans needed for services. (In a recent article in a Washington, D. C. newspaper, it was noted that non-professionals are being utilized most efficiently in screening work carried on at Johns Hopkins Hospital in Baltimore. "People without college degrees are able to conduct mental retardation tests on children by using a diagnostic kit after a three-week training period. They place cards from the kit in sequence, xerox them by a push-button photographic process, and thereby dispense with other costly services.")

The needs for health personnel are expanding rapidly. For example, in Metropolitan Washington, by 1970, there will be 10,000 hospital beds. The estimated need is for 2.4 employees for each bed. At present there are 17,000 employees, and by 1970 an estimated 11,000 additional persons will be needed to fill the anticipated job vacancies in a variety of categories, most of which are non-professional.

There is an increasing trend toward specialization in medicine and health services today. It has been suggested that many of the routine tasks of the doctor could be allocated to nurses, and that many more of the duties which the nurse now performs might be handled by practical nurses and aides. The nursing profession now has some five professional and sub-professional levels which have been quite functional in providing services and personnel, but still leave many needs unmet. There is ample room for the development of many additional non-professional categories for aides in a variety of rapidly-expanding institutional facilities. Such facilities, which could also provide on-the-job training, cover a wide range including nursing and convalescent homes, hospitals, business, industrial, and union clinics, physicians' offices and group practice centers. Even more extensive are the possible roles in the community health fields that are becoming an important part of our national health focus. Personnel are needed in home care; public health nursing, health education; child and maternal health; rehabilitation; geriatrics, sanitation; nutrition; and many new roles.

One example of this is a project sponsored by the Health and Welfare Council of Washington, D. C. The Neighborhood Service Project has trained and employed persons from the local community to help others in their own community to know about and use health resources. These persons have been trained and supervised by a professional public health nurse. They have acted as "enablers," utilizing their knowledge of and familiarity with the community in helping their neighbors find and take advantage of appropriate public and private health resources.

7. In the rapidly expanding field of services in mental retardation, recruitment of personnel has been a major problem. This is probably due to a combination of factors, including the lack of publicity on available positions, a poor "image" of such work and its problems, lack of training opportunities, and lack of information on training requirements. Personnel are needed for institutional care, day care, education, occupational and vocational training, research, and other roles.

There is further need to explore and develop new careers in human services for those disadvantaged by retardation. A variety of roles are possible for these people, with different levels of complexity and responsibility that could be tailored to varying social and intellectual capacities. It is important not to prejudge capacity and potential in this regard. Similarly, positions can be developed for patients recovering from or overcoming various psychiatric handicaps.

In St. Louis, sixty youths are being trained as mental retardation aides in sheltered workshops working with the foreman, with teachers in special education programs; and in residential centers as child-care and recreation aides. These aides are responsible for washing and dressing the children, adjusting their clothes, keeping order, preventing accidents, and leading games and other activities. Non-professional personnel in institutional settings have traditionally seen themselves as performing menial service jobs with little status. This was not true, however, of the aides in the St. Louis project, where training and on-going supervision were related directly to the personal needs of those receiving the service.

8. The proliferating fields of research in the physical, biological and social sciences require many levels of trained personnel. The use of non-professional lab assistants is certainly not new. However, systematic and extensive training and job development would increase possibilities considerably.

The spreading use of automated techniques of data collection, processing, retrieval, and analysis provides additional opportunities. The fields of social and community research are also a relatively unexplored resource. This range includes the research and evaluation sections of community and government institutions, community action and demonstration projects, individual research projects, and university and non-university research centers. Through the dissection of research roles into their component parts, a number of positions can be developed and effectively filled by trained non-professionals at greater economy to the program. The use of aides in such positions in data collection and analysis has proven successful in California (Department of Corrections) and Howard University (CYCS). Here again, the learning-through-doing component has important significance for education and possible new directions in public school programming.

9. Many additional areas of human services offer possibilities for new careers and require exploration. These include such fields as: Recreation (aides in recreation centers, playgrounds, vacation centers, recreational work in hospitals and other therapeutic and rehabilitative centers); Legal Services (aides in neighborhood law centers); Adult and Juvenile Court (probation and group counseling aides); Police work (neighborhood police aides for Youth Divisions); Voter Registration; and Housing.

In summary, a new program, "New Careers in Human Services," has been described and data on a pilot project presented. This program has been developed particularly to meet the complex needs of disadvantaged and problem youth. It also presents an important training and employment potential for poor and socially disadvantaged populations generally. A few of the many needs and possible areas of role and job development in human services have been outlined.

The advantages of this approach may be further summarized as follows:

1. It offers a combination of training, rehabilitation, education and realistic employment in one program which is both effective and economical and for a population which has been "resistant" to traditional methods;

2. It provides a readily trained reservoir of skilled personnel to perform services in fields of human services in which acute manpower shortages exist. Through the reorganization of services which it implies, it also involves more efficient utilization of skills at different professional levels, a resultant reduction in cost for the same services, and the maintenance of high standards of performance;

3. It provides training for available long-term employment and careers in vocational areas which will be expanding rapidly in the next decade, even as job opportunities in industry are reduced through automation;

4. Since poor youth can be employed to provide health, welfare, education and other services in the impoverished community, the salaries for these services are put into the hands of the poor to be spent in the same community;

5. It potentially provides for the development of leadership cadres for self-help within the community itself. It provides a vehicle for training and educating future leaders of the community in interpersonal, family and community skills. It increases group awareness, sense of responsibility and motivation for bringing about social change. The needs of the community become identified with the youth's needs in terms of the group and of the individual job.

6. It provides a unique vehicle for education, remediation, and a career which has a future. This, plus the unique interpersonal role--helping yourself through helping others--fulfilled by a human service aide, appears to provide vital motivation when contrasted with the traditional vocational training programs and jobs involving factory work, maintenance and the like; and

7. It places the program goals of prevention, therapy, and rehabilitation in the context of the mainstream of the community and of meaningful motivated work.

APPENDIX 1: Curriculum Outlines

A. Core Program Outline

The content of the Core program was kept flexible in order to facilitate the group's discussions of issues relevant to the current problems they were facing. Thus, although prior consideration was given to what content areas needed to be covered, specific subjects were often introduced or discussed as the need arose from the experiences and concern of the Aides. The Core program also represented a beginning attempt to develop a generic core of training in human services that would serve as a basis for a variety of specialty lines including health, recreation, education, and welfare. The following is a session-by-session outline of the material covered in Core sessions:

1. General Orientation: pay, work rules, introduction to project.
   Play — instruction in party games.

2. Job descriptions for aide positions
   Civil Rights
   Problems of in-migration from South

3. Civil Rights panel discussion
   Black Muslims and their significance
   Work rules (absences)

4. Table manners
   Selection of name for social group
   Preparation for parents' dinner at Friendship House

5. Crime and its social significance
   Jail
   Criminal records and their effect on the individual

6. Social Welfare resources
   How to refer people to appropriate resources
   What it means to accept help

7. Report on experiences at Friendship House
   Administrative details (pay checks)
   Effect of job on friends, siblings, etc.
   Dynamics of scapegoating

8. Use of library
   Importance of reading
   Trip to public library

9. Administrative details: pay checks, training assignments, I.D. cards
   Social hours

10. The question of drinking (arose from plans for a party)
    Administrative details: plan for future Care activities, new work schedules
    Discussion of mental health problems
    Concept of luck and the supernatural, and its effect on behavior

11. Movie on Day Care
    Discussion of movie
    Group discussion about functioning as a team
    Meaning of delayed gratification
    Report by Research Aides on their activities

12. Handling of employee complaints--How do you complain when you feel abused? What are channels and appropriate behaviors?
    Treatment of guest speakers
    Explanation of New Careers Conference
    Mental health problems: The role of the social worker (given by Marianne Walters, M.S.W.)

13. Reasons for one Aide's prolonged absence and how the group might bring her back
    Decisive attitudes within the group and how they affect interpersonal behavior
    The failure to carry out assignments and its significance

14. Tour of Howard University
    Reaction to inadequate job done by guide
    Job responsibility

15. Participation in Conference on New Careers

16. Discussion of quality of New Careers Conference
    Discussion of a particular problem child at Friendship House

17. Mental Health Problems. Discussion ranged over such issues as: Jack Ruby, suicide, homosexuality, dreams, the unconscious, psychosis (discussion led by Dr. Joseph Noshpitz, Consulting Psychiatrist)

18. Self-analysis by group re: its relationship to a marginal member of the group and "different" people in general

19. Negro History (presented by Dr. Ira L. Gibbons, CYCS)
    Problems of working relationships at Friendship House

20. Organization of social club by Aides
    Problem of non-participating members

21. Discussion of family dynamics: what it means to leave home, problems of living alone, and financial requirements of independent living

22. Use of supervision
    (role playing both parts of a supervisory relationship)

23. Feedback of research data concerning the group's interactions
    (by Research Aides and Dr. Arthur Pearl, CYCS)

24. Organization of a social group to better meet the group's social needs after working hours.

25. Discussion of potentialities of the program in terms of expansion of the concept of "new careers" in our economy

26. Evaluation of the training program by the trainees

B. Day Care Training Outline

The following is an outline of topics, workshops and material covered by the day care supervisor with the four Aides in that job category, including the subject matter of discussions that often arose spontaneously from work experiences.

1. Total Group

    Introduction
    Purpose and philosophy of day care
    Needs and behavior of pre-school child
    Role of teacher/adult in day care setting
    Cognitive and social learning opportunities in day care setting
    Recognition of emotional problems in children

2. "Introductory" groups (discussion)

    Using Aides' observations to discuss:

    - Handling of racial remarks by children
    - Age-grouping of children and its advantages
    - Developmental rates
    - Toys and their uses
    - Social and emotional learning in children

3. Day Care Aides (discussion)

    Using Aides' observations to discuss:

    - Aides' attitudes about being selected for Day Care
    - Methods of handling children in a group
    - Rules for safety
    - Introduction to observational techniques; observational assignments
    - Swearing and "testing" in children

4. Film, "Children of Change" (need for day care in working-class families)
    Discussion (with group leader present--focused on overlapping day care and Core group problems)

5. Day Care Aides

    Discussion:
    - Explanation of case conference
    - Practice in making and writing of observations, utilization of personal examples of "what-to-look-for" techniques
    - (This led to question sheet and observational assignments for another meeting)

6. Day Care Aides

   Discussion:
   - Aides' written reports, which led to:
     - The "unconscious," and understanding behavior
     - Sexual identification in children

7. Day Care Aides

   Discussion:
   - Reaction of Aides to New Careers conference
   - Attitudes toward Aide training staff
   - Attitudes toward further schooling
   - "Role playing" of reading to children (with Aides taking role of children)
   - Techniques of reading to children

8. Day Care Aides

   Day Care Case Conference, with Aides participating

9. Day Care Aides*

   Discussion:
   - Use of "tact" in dealing with co-workers
   - Attitudes toward punishment in a school setting
   - Limit - setting for children
   - The disturbed child in the school setting
   - Review of reading-to-children techniques

10. Aides are reluctant to hand in written assignments. Limits are set--observational assignments must be done right away (they do them) and offer is made of remedial exercises, to do if they wish.

    Discussion of how Aides were handled in school, including corporal punishment as a way of setting limits; demonstration of "holding" vs. corporal punishment.

    Utilization of supervisor's observations for case conference as demonstration of how to observe a child and what to look for.

11. Practice story reading: Aides take turns reading to rest of group; comments, criticism from group and supervisor.

    Beginning of water-play workshop.

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* Remaining topics were presented to Day Care Aide group unless otherwise indicated.

12. Discussion of:
    English errors on observational assignment
    Handling confusion of sex roles in young children
    Adjustment of the new child in the group and ways of helping him over early uncertainties
    Discipline problems
    Report on use of water play with children.

13. English exercises
    Workshop on use of clay with children.

14. More English exercises
    Discussion of relationship with supervising teacher; role-playing with one of the Aides around the use of tact.
    Discussion of setting limits without being punitive.
    Assignment: Written report of one incident when each Aide has had to discipline a child

15. Film on growth and development shown to entire Aide group; discussion led by Dr. W. L. Klein (Howard University)

16. Review of assigned English exercises
    Further discussion of use of discipline
    (In afternoon, entire Aide group is shown the film, "Children's Play." Discussion afterwards includes Friendship House staff.)

17. Workshop on use of music with children, given by Mrs. Lillian Brown (University of Maryland) and attended by Aides

18. Lecture on child behavior patterns and handling of children in groups, given by Dr. Fritz Redl (Wayne State University)

19. Further discussion of handling discipline problems; Aides report on methods they have used or have seen teachers use; supervisor adds techniques of her own.
    Discussion of differential handling of different kinds of children.

20. Discussion of health needs (sleep and food) in children and adults
    English exercises (group has been doing well on these, is demanding more)
    Discussion of why it is easier to learn in this situation than when they were in public school.

21. Discussion of dramatic play and what it means to children.

22. Remedial exercises
Discussion of constructive and destructive competition arises from competitiveness of Aides around English exercises--how it works with them and with children in school.

23. Remedial exercises
Review: play and what it means to a child, particularly what dramatic play tells about the child; how to handle various children in different ways according to their needs
Discussion of why children shouldn't be teased
Review of English exercises.

C. Recreation Training Outline in Small Group Leadership

1. Introduction-purpose of training program
   Definitions of recreation and group work
   Discussion of leadership role and recreational activities, utilizing the past experience of the Aides in such activities

2. Group leadership: Discussion of responsibilities and techniques of democratic group leadership
   How to form a group, including considerations of age, physical characteristics of members, educational level, and size of group
   Discussion of various group purposes: friendship, fun, skill acquisition, leisure-time pursuits, status and acceptance, and identification with a goal

3. Film on group leadership -- "Democratic Group Leadership" -- followed by discussion of film
   Discussions of attitude of group leader to the members
   Skills in establishing purposeful relationships
   Role playing of typical group situations, i.e., the child who refuses to participate, the child who is ostracized, the constant trouble maker

4. Conducting games with school-age boys, including a role-playing demonstration
   Blackboard demonstration of various games
   Discussion of leader's self-awareness in relation to the group, including the question of personal prejudices, self-perception of the leader, and problems of authority and its uses.

5. Conducting athletic activities (given by Mr. J. Jones, Recreation Worker, Baker's Dozen Center)
   Description of various sports
   Blackboard demonstrations
   Film — "Fundamentals of Baseball" and discussion of teaching techniques.

6. Techniques for recording group activities: log books, attendance sheets, etc.
   Use and care of supplies. This grew out of Aides' apparent lack of pride in upkeep of supplies, and included a discussion of how the leader sets an example of behavior and encourages responsibility in group members.

7. Self-determination in groups:
    Discussion of the leader's role in helping the group make its decisions
    Development of group responsibility

8. (Beginning of daily sessions on specific aspects of job functioning)
    Role playing of common group situations
    Discussion of fees and dues for clubs
    Recording techniques
    Discussion of club meetings
    Instruction in highly organized games
    Visit to five playgrounds and one settlement house
    Discussion of agency policy and responsibilities as staff members

9. Utilization of music in groups
    Instruction in Arts-and Crafts — films: "Learning to Draw with Crayons"; "Making potato Prints"; and making Animals."
    Meeting with club groups at neighborhood playgrounds
    Discussion of problems arising from initial contact with club groups
    Field trips to places of interest in the community (to adcertain their usefulness as places to visit with club groups)
    Instruction in the operation of movie projector

(Daily and on-the-spot discussions of problems arising from functioning of the clubs the Aides had organized continued throughout the training, with a decreasing emphasis on formal instruction.)

APPENDIX 2: Sample Position Descriptions for Non-Professionals in Human Services

Community Organization Aides (Neighborhood Workers)

General Description

Community Organization Aides are employed specifically at the the grass-roots level, although they may be utilized at other levels of community organization, such as the District level and the top policy and social planning level, with which we are not here concerned.

The purposes of Community Organization at the grass-roots level are:

1. To develop a sense of neighborhood and community pride;
2. To help individuals understand how they can use community resources to solve individual and group problems;
3. To help individuals in the community become aware of major issues and to feel that they can do something to influence the conditions under which they live;
4. To help individuals articulate their needs and organize to meet those needs;
5. To facilitate coordination of effort;
6. To stimulate indigenous leadership.

The duties of Professional Community Organizers at the grass-roots level are to identify needs and issues; to initiate contacts with local leaders; to coordinate neighborhood efforts; to work with larger community councils and to supervise the Aides.

The functions of the Aides in any such program are:

1. To act as communicators and negotiators;
2. To keep up to date on knowledge and act as resource persons to the community;
3. To stimulate local efforts;

4. To identify needs and directions;
5. To work with small groups and to organize meetings;
6. To stimulate detached small group programs.

The exact focus of the work of the Community Organization Aide will vary depending on his setting.

Qualifications

Community Organization aides should be able to communicate easily with people living in the neighborhood, should know some of the problems and life styles of the community and should show leadership ability.

Day Care Center Aide (Child Care Aide)

General Description

The Day Care Aide assists the Day Care Teacher in implementing a program designed to enhance the development of individual children through the medium of Day Care.

Typical Duties and Responsibilities

In all cases, the aide works under the supervision of a Day Care Teacher; and has responsibility for helping the teacher to:

1. Teach small groups of children;
2. Prepare material for activities;
3. Maintain equipment and supplies;
4. Contribute to records for the evaluation of children's development;
5. Attend parent and staff meetings;
6. Help children requiring individual attention; and
7. Help children prepare for meals, naps, leaving for home, etc.

Qualifications

Experience

The aide should have some knowledge of young children through having helped with younger children in the home, on baby-sitting jobs, or playing with younger children in neighborhood groups.

Knowledge, Skill, Personal Qualities

The aide should have:

1. An ability to read and write simple directions;
2. An ability to understand individual differences among children;

3. An ability to be flexible and calm in the following situations:
    a. Unpleasant clean-up jobs;
    b. Accidents;
    c. Frightened children;
    d. Fights;
    e. Field trips to new places.
4. Some knowledge of children's games;
5. A capacity to work with children from three-year olds to twelve-year olds, even though the aide may prefer to work with a particular group;
6. A degree of flexibility which will enable him to alter previously planned programs to better meet the needs of the children; and
7. An ability to set limits firmly and appropriately.

Family Counseling Aides

General Description

The duties of these aides are to work with Department of Welfare clients or in Parent Counseling connected with Day Care Centers.

They are expected to:

1. Advise on housekeeping and budgeting;
2. Advise on the utilization of surplus foods and on food planning;
3. Give information as to the facilities and resources in the community;
4. Work with mothers on child care training;
5. Share knowledge of the family with the Caseworker or Day Care Supervisor.

Qualifications

It is expected that aides selected for this kind of job will be at least in their middle 20's, and will be women who have had children. They should be empathetic and willing to experiment and learn.

Foster Care Aides

General Description

Foster Care Aides either work as a corps of workers directly under a casework supervisor or are placed as assistants in group foster homes. They are expected to assist foster parents in a variety of duties:

1. Clean, feed, diaper and watch over babies
2. Feed, put to bed, play with small children
3. Organize recreation for older children
4. Tutor children
5. Help with household chores
6. Assist with marketing
7. Escort children to clinics, school or on trips.

Qualifications

The aides must be able to read, write and count and be responsible enough to be left alone with children.

Health Care Aide (Home Care)

General Description

The Health Aide or Home Care Aide or Home Maker has skills in nursing, physical therapy, occupational therapy and housekeeping, and provides care in the home of the patient.

Duties include:

1. Simple cleanliness -- personal hygiene
2. Self-grooming
3. Food shopping and preparation
4. Cleaning (house)
5. Bed-making
6. Bathing the patient
7. Care of patient's hair
8. Bed positioning or chair positioning of patient
9. Conducting simple range of motion exercises
10. Bandaging and dressing changes for stump, edema, etc.
11. Application of appliances
12. Monitoring exercises and ADL
13. Supervision of ambulation practice
14. Instruction and/or supervision in eating, dressing, bathing, toileting
15. Instruction and supervision in home-making activities
16. Instruction and supervision in craft activities

Qualifications

Aides should be responsible enough to work independently.

Legal Aide

General Description

Legal aides assist lawyers in Human Rights and Legal Aid Clinics.

Their duties include:

1. Acting as legmen for lawyers
2. Gathering and checking facts in neighborhood
3. Assisting lawyers with knowledge of neighborhood
4. Assisting in interviewing clients
5. Keeping records
6. Following through on referrals of clients to other community resources.

Qualifications

Legal aides should be able to communicate easily with others; read, write, count and perform simple office skills; and know the people and problems of the neighborhood.

Probation Aide — Juvenile Court

General Description

The functions of the Probation Aide are to assist the probation officer in certain parts of his job, and through his indigenous character and possibly his past experience as an offender, to relate to the offenders more informally, to understand their problems more directly and to act as a representative of the community.

His duties include:

1. To make and maintain contacts with the community.
2. To assist in the interpretation of probation of the offenders.
3. To help to develop program alternatives.
4. To help explain programs.
5. To accompany the offender or groups of offenders.
6. To relate informally to offenders and to give more time than is possible for the probation officer.
7. To act as an assistant and enabler in the small groups.
8. To assist with record-keeping.
9. To make home visits.

Qualifications

The aide should be able to get along with offenders without being conned by them, and should be able to communicate with adolescents.

Recreation Aide

General Description

Under supervision, the recreation aide provides leadership for groups so that both group interaction and program activities contribute to the growth of the individual and the achievement of desirable goals.

Typical Duties and Responsibilities

1. To develop, under supervision, a recreation program to meet the needs and interests of groups of children and youth.
2. To maintain equipment and supplies.
3. To prepare material for group activities.
4. To keep observations and records of group processes, future plans, and group problems.
5. To supply direct leadership to group activities.
6. To lead discussions about group behavior and individual and problems.

Qualifications

The recreation aide should like to work with children and adolescents, have a capacity to develop skills in helping people and an ability to use supervision; be sensitive to people; be flexible; be able to set limits, and have some basic program skills for working with groups.

Research Aide

General Description

A beginning level of social research work in which the aide observes and records both group and individual behavior and group and individual attitudes.

Typical Duties

1. Observes group and individual behavior.
2. Records group and individual behavior.
3. Uses check lists and other structured interview guides.
4. Helps in developing interview guides and questionnaires, particularly those to be used with people from disadvantaged groups.
5. Conducts interviews.
6. Operates tape recorders, motion picture cameras, and motion picture projectors.
7. Helps to train interviewers for work in disadvantaged neighborhoods.
8. Performs simple statistical manipulations and data analysis.

Qualifications

Knowledge and Skills — A capacity for learning the use of office machinery, tape recorders, and motion picture equipment. An ability to communicate easily with other people. An above-average attention span and an ability to make accurate and consistent observations.

Remedial Aide

General Description

Remedial Aides work in Remedial Clinic, Tutorial and Homework Helper programs.

Their duties include:

1. Preparing materials required for remedial instruction.
2. Taking care of teaching machines.
3. Using tape recorders, typewriters and projectors.
4. Under supervision, making contact with children individually and in groups, playing remedial games, stimulating their interest in learning, and broadening their horizons by taking them on trips and exposing them to interesting projects.
5. Using simple remedial measures and techniques under supervision.
6. Supervising a homework room.
7. Keeping records.

Qualifications

Remedial aides must be able to read, write, and count, and must like children.

School Classroom Aide

General Description

Classroom Aides work with teachers, assisting them in the following activities:

1. Preparation of materials required by the class.
2. Care of audio-visual machines.
3. Operation of tape recorders, typewriters, teaching machines, projectors.
4. Making contact with and tutoring individual children assigned to them by the teacher.
5. Supervision of small groups of children while the teacher gives special attention to another part of the class.
6. Supervision of activities outside the school building.
7. Supervision of homework, lunchroom and recess rooms.
8. Maintenance of attendance and other records.

Qualifications

School aides must be able to read, write, and count, like children, and be dextrous.

School Library Aide

General Description

School Library Aides extend the effectiveness of the professional librarian and relieve her of much routine work which can appropriately be undertaken by non-professional personnel with limited education and training.

The aides:

1. Handle and stack books
2. Package books
3. Type and file cards
4. Assist in the general care of the library
5. Assist in the distribution of books

Qualifications

The aide must be able to read, write and spell and should have a pleasant manner.

APPENDIX 3: Bibliography

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